DOCUMENT RESUME

ED 227 914 JC 830 145

AUTHOR	Stoyanoff, Karen, Comp.; Klehm, Jeanette, Comp.
TITLE	Research in Accrediting Efforts (Project REA). An Assessment on the Awarding of Academic Credit for CETA Activities in Illinois. Case Studies.
INSTITUTION	Lake County Coll., Grayslake, Ill.
SPONS AGENCY	Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE	Dec 81
NOTE	216p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Case Studies; *College Credits; *Credentials; Credit Courses; Educational Certificates; *Employment Programs; *Experiential Learning; Job Training; Noncredit Courses; Program Descriptions; Program Evaluation; Public Agencies; Work Experience
IDENTIFIERS	*Comprehensive Employment and Training Act; *Illinois

ABSTRACT

Summaries are presented of 15 case studies conducted at Illinois Comprehensive Employment and Training Act (CETA) regions to determine the kind of credentialing mechanisms that exist for awarding academic credit or some other record of achievement to those eligible participants who complete CETA training programs. Introductory material describes the study's methodology and summarizes findings regarding types of credit and credentials offered, the purposes of credentialing, the determination of what kinds of training should receive credit, and barriers to obtaining credit. Next, information is presented from the case studies of CETA sites in Champaign, Chicago, Cook County, Balance of State-DeKalb, Balance of State-Galesburg, Kane County, Lake County, Macon County, Madison Bond County, Peoria County, Rock Island, Rockford, St. Clair County, Will County, and Balance of State-Zeigler. The case studies provide: (1) demographic data, including the area covered and population served, the CETA governing agency, major employment sources, and educational agencies; (2) program descriptions, including information on length, funding source, credential or credit, date of establishment, participants, location, problems with credit, and follow-up mechanisms; and (3) a general summary for each site which discusses whether credit is important and why credit is not provided for certain programs. The report concludes with recommendations for follow-up. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Case Studies

ED227914

JC 830 145

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Frank G. Adams

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Project R.E.A.
College of Lake County
19351 West Washington Street
Grayslake, Illinois 60030

Research in Accrediting Efforts (Project REA)

An Assessment on the Awarding of Academic Credit for CETA Activities in Illinois

Frank G. Adams
Project Director

This project is conducted with funds provided by the Department of Commerce and Community Affairs under the Comprehensive Employment and Training Act of 1973, as amended, and does not necessarily represent, in whole or in part, the viewpoint of the Department of Commerce and Community Affairs.

College of Lake County
19351 West Washington Street ■ Grayslake, Illinois 60030 ■ (312) 223-6601

The College of Lake County affirms and adheres to a policy of equal opportunity in all aspects of education and employment.

Case Studies

Compiled by
Karen Stoyanoff, Ph.D.
Jeanette Klehm

December, 1981

TABLE OF CONTENTS

Introduction 1

Champaign Consortium for CETA 16

City of Chicago 24
Mayor's Office of Employment and Training

Cook County CETA 32
Office of Manpower Services

Balance of State-DeKalb 42
DeKalb/Kendall County - CETA

Balance of State-Galesburg 58
Illinois Farmers Union - CETA

Kane County CETA Services 78

Lake County CETA Program 91

Macon County CETA Office 105

Madison County Consortium for CETA 115

Peoria Consortium for CETA 137

Rock Island County 154
Office of CETA Programs

Rockford Consortium for CETA 163

St. Clair County Consortium for CETA 177
St. Clair County Inter-Governmental Grants Dept.

Will County Consortium 191
CETA Service Office

Balance of State-Zeigler 198
Illinois Farmers Union - CETA

Recommended Follow-up 211

INTRODUCTION

This volume contains summaries of fifteen case studies conducted at Illinois CETA regions to determine what kind of credentialing mechanisms exist for awarding academic credit or some other record of achievement to those eligible participants who complete CETA training programs. After an initial survey of all CETA offices in the state, the following fifteen sites were selected as representing a cross-section of CETA activity throughout the state.

Champaign
City of Chicago
Cook County
Balance of State-DeKalb
Balance of State-Galesburg
Kane County
Lake County
Macon County
Madison Bond County
Peoria County
Rock Island
Rockford
St. Clair County
Will County
Balance of State-Zeigler

Methodology

Fifteen case studies were conducted throughout the state of Illinois. Case studies were centered around a CETA Prime Sponsor or Program Agent. Using the questionnaire sent to all CETA Primes and Program Agents during the summer of 1981, appointments were made to interview appropriate CETA personnel and reqresentatives from area educational agencies who worked on CETA training programs. In order to make the educational or training programs more understandable to the case study reader, it was determined that certain demographic data about each CETA locale should be included. This information

was obtained from CETA personnel. In obtaining information about training programs, first priority was given to programs with academic credit attached, and then programs were included that do not have credit, but do have some credential. Thirdly, programs were included with no credentials attached. The latter two categories were included in order to provide a perspective from which to understand why credit is attached to some training programs and not others, and why one locale will have much heavier concentration on credentialing (academic credit or other certification), and others have very little.

One serious problem in conducting the case studies was that both educational and CETA personnel were more interested in talking about the content of training programs than the credit or other credential attached to the training. In many instances they did not view credit or lack of it as being an important factor in the training, and, therefore, weren't interested in discussing it.

For each case study several visits and interviews were conducted during the on-site. Since the content of programs varied radically, so did available and appropriate information. For this reason, some standard questions are left blank or marked not appropriate for certain programs.

The personnel of the CETA offices and related educational institutions were most cooperative. In some instances they were anxious to explain and illustrate their programs way beyond the scope of this project. The concern for and interest in the preparing of CETA eligible participants to find and retain employment was evident. As is indicated at the close of this report, many

opportunities for follow-up exist.

After the site visits were completed, case studies were written up using the uniform format of demographic data, programs, commentary on the importance of credit, the characteristics of the CETA student, and the summary comment about CETA training and credentialing for that area. After all case studies were completed, this introductory section was written.

Summary of Findings

Types of Credit and Credentials:

The case studies point up several things about the awarding of academic credit for CETA training. To begin with, there are several kinds of credit that must be considered: academic and non-academic (such as, career credit, general studies, continuing education units, and several other categories developed by institutions that award credit). In general, non-academic credit is non-transferable and cannot be used toward a degree or certificate program. A difference of opinion exists as to whether non-transferable credit is worth having, with the proponents stating that non-academic credit is valuable providing it has definition and standards, and the opponents claiming that it has no meaning and therefore is counterfeit currency. Those who use career or general studies credit believe that it serves as a motivator and a reward for the participant, and as an indicator to the employer that the participant has completed a course of training. The concern of those opposed to the use of non-academic credit is that it will dilute the value of academic credit, and confuse both the participant and the employer as to its meaning and value. Regardless, non-academic credit is a viable means

of credentialing training used by several CETA training programs throughout the state.

In a variety of CETA programs, students enter on-going programs of study toward a degree or certificate at a public school, area vocational center, community college, or proprietary school. In these cases academic credit is awarded as it would be with any other student and credit earned is applicable to a degree, diploma, or certificate. In other instances, CETA participants become part of an already established work experience or vocational training program, and here, too, whatever credit normally accrued to the program is automatically awarded to CETA participants.

In addition to the awarding of credit, there are other means of credentialing used for CETA training by CETA agencies and educational institutions. Some training programs such as cosmetology or barbering lead to a licensing exam, others, such as preparation for GED, to an academic exam, and in these instances, the credential awarded upon successfully taking an exam is worth more than any kind of credit for the training. In other instances a certificate of completion is awarded which indicates that the individual has studied and practiced a body of content (such as auto mechanics, English, or work readiness) for a given length of time. In some cases the certificate of completion is competency based, and indicates that the participant has attained a certain level of competence at some job related skill (such as typing 60 words per minute, or welding in specified areas). When this certificate is reasonably current, it provides a viable credential to present to a potential employer; however, when significant time has elapsed since the awarding of

the certificate, an employer may not be willing to accept the competencies certified on it.

In addition, there are programs like apprenticeship which have their own credentialing mechanisms, and proprietary schools which have determined a course of study with or without a form of academic credit attached.

Purposes of Credentialing:

In reviewing the credentialing practices operating in Illinois for CETA, it became evident that there were a variety of purposes that the credential was expected to fulfill, and that an understanding of these purposes was essential to evaluating the effectiveness and appropriateness of the credentials. The potential impact of credentialing was focused on two groups: the participants and the employers. In the case of the participants, the awarding of credit was seen as a possible motivator. Particularly in youth programs, credit was seen as a way to keep youngsters in a program, and to entice them to stay in school until graduation. On the other hand, those not in favor of academic credit often expressed the view that youngsters don't care about credit--it is too esoteric a concept to appeal to them, involves delayed gratification which isn't viewed as valuable. In these instances, money in the form of a stipend or a wage was viewed as a much more effective motivator and the awarding of credit was not considered. Another valid motivator was a sense of accomplishment, which it is believed is fostered not by receiving academic credit, but by completing a project (especially in hands on vocational training). For some in-school youth programs, the position taken is that they are already receiving credit for school work and don't want more for CETA work experience or training.

For those who have dropped out of school, credit was viewed as valuable primarily if it was applied to a certificate or diploma. In many instances, drop out youth were happy to have a GED and not interested in building up academic credits that would never lead to a degree or diploma. Employers have indicated that they prefer a GED to a diploma since an absolute reading and math level must be attained in order to qualify for a GED. In some locations, a GED or high school diploma are necessary for almost all kinds of employment. Where this is true, the value of these credentials and any credit leading up to them is heightened.

The second group focussed on in determining the value of academic credit is the employer. In this instance it was seen that academic credit can be used as an indicator that the person applying for a job has been exposed to certain material (as in the case of credit for work experience, career education, job readiness, or vocational training). Other kinds of credentials such as competency based certificates, licenses, or diplomas, may be very effective in helping the employer accurately assess what potential an applicant may have to succeed in any given job. The bottom line for some employers is dependability, punctuality, willingness to stay with a project until completion, and many of those interviewed felt that academic credit for training indicated some of these qualities to an employer.

In considering the purposes of offering credit for CETA training two more issues were mentioned. One is the importance of having a permanent record of what training the participant has completed. If academic credit is offered by an accredited institution, then a record (in the form of a transcript) will always exist of this

training. On the other hand, much CETA training that does not bear a permamently recorded credential can not be verified after several years have elapsed, and therefore loses some of its value in promoting the individuals employability. In viewing this purpose, it becomes evident that not only do we need credit for training, but this credit needs to be awarded by an ongoing body that will continue to exist 5, 10, or 20 years hence, so that it can be readily presented to a potential employer.

The other purpose mentioned by some of those interviewed, is that the awarding of credit for the training seems to increase the commitment of the educational institution to the project. If this is true, then the link between CETA and established educational institutions can be strengthened by attaching credit to the training these institutions present for CETA.

Determining What Training Should Receive Credit:

The next question explored through the case studies concerns the kind of training which should receive academic credit, and the training which should have some other credential or no credential. Certainly any training that is part of a program already established by a school or college, and that receives credit, should continue to be accredited. In addition any special course of study or training established for CETA that meets guidelines and standards established by the institution for credit should receive credit. In this instance the issue becomes clouded by the fact that institutions may have individual guidelines and standards, but generally these concern complexity of content, duration of the course, qualifications of the instructors or leaders, and examination or competency in the content at completion. Where the standards are met,

quite often CETA agencies have been able to establish training programs with credit. This issue will be further discussed in the section dealing with barriers to establishing credit. The area of work experience (including on the job training) is a difficult one to deal with, since many educational institutions do not regularly offer credit for work experience. However, there is precedent for offering credit for experiential education (such as internships, and field education), and some CETA agencies have established credit bearing work experience programs. There seems to be more resistance to this practice at the secondary school level. Programs through Area Vocational Centers may or may not have credit attached to them. Quite often the determining factor will be whether or not the participant is paid for the work experience. It is evident that many school districts have policies that no credit can be given for work or class time that receives a stipend or wage. The question of whether this training is appropriate for credit becomes submerged in larger issues of fairness (other students don't get paid to attend school) and incentive to drop-out (if a CETA participant can be paid and receive credit toward graduation, then the program might be an encouragement to drop out of school). Postsecondary educational institutions seem to have less difficulty resolving this issue, although many of them also do not offer credit for work experience. If no credit is offered for hands-on training, then the effect may be to dilute the value of a kind of training that for many forms of employment is the keystone to success, but the question of whether work experience should receive credit has no clear-cut answer.

In addition to classroom training (academic and vocational) and work experience, a third major category of CETA training is remedial work. The most significant need of many CETA participants is to raise their basic skill level, improve their command of English (particularly where English is a second language), and brush up their job skills. In this area, CETA organizations have established training programs in ABE (Adult Basic Education), pre-GED, (English as a second language), and brush up courses for up-grading secretarial or other skill areas. Most of these courses can not meet the standards and guidelines for academic credit, and so are offered a non-academic credit, a certificate, or no credential.

It is difficult to say definitively which kinds of training should receive credit and which should not. The case studies indicate a divided opinion among those working with the training, both in CETA and in the educational institutions. In many cases, credit is offered or not, based on the working relationship and attitudes of those involved, rather than the nature of the training.

Who controls credit?

Although CETA can demand academic credit or some other credential as part of an RFP, the awarding of credit is actually controlled by the educational institutions. Secondary schools and other local educational agencies (Education Service Regions, Area Vocational Centers, and some alternative schools) autonomously determine what they offer credit for; however, they are subject to accrediting agencies who will evaluate their standards and policies for offering credit as part of the accreditation procedure. The experience of CETA in Illinois in working with secondary schools varies from

cordial and cooperative, to hostile and rejecting. In some districts, CETA programs receive credit or some other meaningful credential without problem, and in other districts school officials do not want to cooperate with CETA at all, regardless of whether credit is attached to the training. Where a good relationship exists, the primary determiner of credit or no credit seems to be the attitude of the CETA and educational personnel about the purpose of the training. If credit is viewed as an important reward and motivator, then credit is attached, but if credit is seen as unimportant, then most programs will be without credit. In schools where the relationship is hostile, the attitude of CETA people is quite often to take what they can get and not push for credit. Quite often in these districts programs are worked out by CETA personnel and lower level school personnel (such as teachers and counselors) and establishing credit is controlled at higher levels of administration.

In post secondary institutions, awarding credit is not an autonomous function. For community colleges to award academic credit they must have the approval of the Illinois Community College Board. Exact standards are established, and training or classroom experience that does not meet these standards cannot receive academic credit. The process of establishing a credit bearing course is often laborious and time consuming, and therefore not particularly useful for CETA training. Although community colleges have more latitude in establishing non-academic credit, many of them do not offer anything but academic credit, so this is not always a viable alternative for CETA training.

Private colleges must be accredited to be competitive in today's educational market, so they too are somewhat reluctant to offer

academic credit for special programs. Although accrediting agencies (such as the North Central Association) do not have standards for academic credit established, they will look at the standards each college uses. For this reason, many private colleges are much more interested in conducting CETA programs without academic credit attached. In these instances, a certificate can be established. The exception is career oriented colleges, such as Robert Morris, which have already established courses of study bearing credit in areas that are appropriate for CETA participants.

Proprietary schools often do not offer credit -- particularly academic credit. Their expectation is that a student will complete units of study in a prescribed sequence, or work at the school until they demonstrate a certain level of competence, after which they will receive a diploma, a certificate, or a license. It is not their expectation that a student will use the training they have provided in a course of study at any other institution, and therefore, they have no need to establish a credit system in relation to their program. In this regard they may limit the CETA student who would like to work toward an AA degree, an R.N., or some other credential. If there is no transferability, the time spent at the proprietary school cannot be counted toward a community college degree (or any other institutional degree), and may be a discouragement to the CETA participant's continuing education. Control Data Institute which provides computer training for CETA participants in the St. Louis area has established transfer agreements with several area colleges so that the CETA participant working through their program has an incentive to continue on in a field that is not only highly marketable right now, but promises to become more so in the future.

The difficulty in establishing the transfer of credit from a proprietary school cannot be minimized, since many colleges will not accept this credit. An alternative method of obtaining "credit" for work at a proprietary school would be to work out a plan for accrediting prior learning, or proficiency exam that participants could take. While this is a current trend in education, it too is not widely used, and should not be considered an easily obtainable solution.

Although not widely used by Illinois CETA's, training programs in apprenticeable occupations do offer the possibility of transfer. Strictly speaking, academic credit is not offered for apprentice training (unless it involves a course such as physics, math, or accounting taken at a traditional institution), but an apprentice who drops out, or switches to another apprenticeable occupation may receive "credit" for work done in the first program that is also required in the second. Apprentice programs are regulated federally through the Bureau of Apprenticeship, DOL.

In addition, some CETA training activities are conducted by non-educational organizations such as OIC, the Migrant Council, SER, or the Urban League. In these cases, in order to receive academic credit, the agency must establish an agreement with some recognized educational agency (such as a school district, or Educational Service Region Superintendent's Office). Any credit offered by the agency not recognized by an educational institution would have very little value. There are instances of private alternative schools (such as Martin House in Rockford) which have established credit policies, but these are only as useful as the extent to which they are honored by other schools such as community colleges and

proprietary schools. High quality training may be offered by community based organizations, but credentialing seems generally to be more difficult in these cases.

Barriers to credit.

Some barriers to credit have already been mentioned. Perhaps the most important is the training that does not meet the standards for credit at any given institution. If it is determined that credit is essential for the training program, the length of the course, or the qualifications of the trainers can be upgraded to meet the standards. However, quite often the complexity of the training cannot be changed and still meet the needs of the participants. Where this is true, the training must settle for some credential other than academic credit.

Secondly, hostility on the part of those who control the awarding of credit, to CETA or the training program itself may prevent the awarding of academic credit. Sometimes the individual who is opposed can be convinced that credit is appropriate, or that CETA training is valuable, but this has not been universally true. In some instances it was necessary to reassure school officials that the CETA program would not compete with regular school programs, encouraging students to drop out. When the program can be run as part of the school program, the competition issue seems to be less of a problem, and there is no substitute for the sympathy and cooperation of high level administrators. For some CETA organizations, it has seemed better to do without academic credit for training programs than to risk further irritating administrators who are not particularly interested in CETA. It was evident that the single

most important element in establishing effective training programs with or without credit is a good working relationship between CETA personnel and school personnel. Where this included mutual respect and frequent contact, new and innovative programs were frequently devised. When asked "how was this program established" the answer in active locales often was, "a group of us were having lunch together," or "we already had three programs and this grew out of them."

Perhaps the most potent barrier to academic credit for CETA programs is the attitude of CETA and educational personnel toward the importance of credit. In areas where no one believed that it was significant to either the participant or the employer to have credit, most CETA training did not have credit. When questioned about credit, staff members would look surprised and respond with something like, "our goal is to get these people employed, and credit doesn't help with that". Once in a while, when asked why doesn't this program offer credit, the response from CETA was, "because we didn't ask for credit in designing the program". Where credit was seen as a viable part of the participant's self concept and motivation, and the employers decision making process, serious push was made to attach credit to the training. In most instances where academic credit was not deemed important, some other credentialing method was valued (such as a competency based certificate). Quite often this is true for GED or high school completion programs, or training programs that lead to licensing such as L.P.N. or Cosmetology. Because the employability of the person with the credential is so much greater, the credential is highly valued.

The case studies clearly indicate that no uniform practice or policy exists for the awarding of academic credit and other credentials in the state of Illinois. What seems appropriate in one locale, may not work at all for another. What poses a problem in one area may not even arise in another. The nature of the general population, the opportunities offered in the area served, the problems and needs of the CETA eligible population, and the personality and scope of cooperating educational agencies varies from one instance to the next. All of these factors impact the training and the credentialing that is part of CETA.

Champaign Consortium for CETA

DEMOGRAPHIC DATA

CETA AGENCY:	Champaign Consortium
ADDRESS:	202 West Hill Street Champaign, Illinois 61820
PHONE:	(217) 384-8640
DIRECTOR:	Karen Larson
CONTACT PERSON:	Andre Mostert
AREA COVERED:	Champaign, Ford, Iroquois, and Piatt Counties.
DESCRIPTION:	Champaign, Urbana, Rantoul plus small towns and rural areas. Chanute Air Force base is located at Rantoul.
CETA GOVERNING AGENCY:	Champaign County Board
POPULATION:	200,000+
NUMBER SERVED FY 1981:	2000
MAJOR EMPLOYMENT SOURCES:	Education, Air Force Base, Agriculture, electronics, food processing and distribution, Great Planes (model air planes) and Hobbies, retail, restaurants.
EDUCATIONAL AGENCIES:	Public Schools, University of Illinois, Parkland Community College, Kankakee Community College, Danville Area Community College, Watseka Area Vocational Center, various proprietary schools.

PROGRAMS

Champaign Consortium for CETA operates the following programs:

NAME:	Regular College Program
AGENCY:	Parkland Community College
ADDRESS:	2400 W. Bradley Champaign, Illinois 61820
PHONE:	(217) 351-2236
CONTACT:	Clifton Matz
PROGRAM DESCRIPTION:	Students participate in two year degree programs and one year certificate programs in nursing, auto mechanics, secretarial science, word processing, electronics, and microprecision. They learn work habits, job readiness as well.
LENGTH OF PROGRAM:	One year or two years.
CREDENTIAL OR CREDIT:	Regular college credit
FUNDING SOURCE:	II B, 6%
PROGRAM ESTABLISHED:	1976
NUMBER OF PARTICIPANTS:	36
DESCRIPTION OF PARTICIPANTS:	CETA eligible, 18 or older, have GED or diploma.
INSTRUCTORS:	College faculty
LOCATION:	College
HOW WAS THE PROGRAM ESTABLISHED:	The Dean was on CETA policy committee. He was invited to submit a proposal.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	College, with approval of Illinois Community College Board.
WHAT FOLLOW UP EXISTS:	Regular CETA follow up.

WHAT IMPACT DOES CREDIT HAVE:

Makes them more employable.

NAME:	Adult Program
AGENCY:	Urbana Adult Education Center (County Adult Education Program)
ADDRESS:	1776 E. Washington St. Urbana, Illinois 61820
PHONE:	(217) 384-3555
CONTACT:	Carl Philips
PROGRAM DESCRIPTION:	Programs are run in GED, Adult Performance Level (for those who drop out late in high school), Nursing Assistance, and Secretarial Science.
LENGTH OF PROGRAM:	Varies with program and student.
CREDENTIAL OR CREDIT:	Students may get GED or diploma, or a certificate for nursing assistance.
FUNDING SOURCE:	II B
PROGRAM ESTABLISHED:	1974
NUMBER OF PARTICIPANTS:	135
DESCRIPTION OF PARTICIPANTS:	CETA eligible.
INSTRUCTORS:	Teachers at the Urbana Adult Education Center.
LOCATION:	School
HOW WAS THE PROGRAM ESTABLISHED:	Link was established at the beginning of CETA.
WHAT PROBLEMS WITH CREDIT:	None, but they only deal with adults who didn't finish high school. Secretarial and nursing don't get credit.
WHO DETERMINES CREDIT:	School district.
WHAT FOLLOW UP EXISTS:	Regular CETA follow up.

WHAT IMPACT DOES CREDIT HAVE:	Student has a sense of pride. Needs GED or diploma to get a job. This increases confidence.

NAME:	Career Employment Experience	
AGENCY:	Urbana Schools	Champaign Schools
ADDRESS:	1002 S. Race St. Urbana, Illinois 61820	703 S. New Street Champaign, Illinois
PHONE:		
CONTACT:	Henry Meares	Marthell Hicks
PROGRAM DESCRIPTION:	Participants receive work experience and classroom training.	
LENGTH OF PROGRAM:	One semester	
CREDENTIAL OR CREDIT:	Regular credit for academic classes, 2 credits per year for work experience.	
FUNDING SOURCE:	Y.E.T.P.	
PROGRAM ESTABLISHED:	1974	
NUMBER OF PARTICIPANTS:	40 each semester.	
DESCRIPTION OF PARTICIPANTS:	In-school youth, CETA eligible	
INSTRUCTORS:	School faculty	
LOCATION:	School	
HOW WAS THE PROGRAM ESTABLISHED:	First contacts were for vocational classes, other programs grew out of that.	
WHAT PROBLEMS WITH CREDIT:	None	
WHO DETERMINES CREDIT:	Public schools	
WHAT FOLLOW UP EXISTS:	Regular school and CETA records.	
WHAT IMPACT DOES CREDIT HAVE:	Makes the program important in the students' eyes and is an incentive for them.	

GENERAL SUMMARY

DOES CREDIT MATTER?	If it leads to a diploma, yes. People can't get a job in this area without a diploma or GED. Students see the training as more serious when credit is attached. It is also a reward for a job done. College participants go to training to get a job, not credit.
WHERE YOU DON'T HAVE CREDIT, WHY?	The needs of the students require a content level that is not appropriate for academic credit. The organization offering the training does not award credit.
HOW ARE CETA STUDENTS DIFFERENT?	Students often lack the ability to discipline themselves.
COMMENTS:	In addition, Champaign Consortium has training programs in auto mechanics, English as a second language, pre-employment, career education, home renovation, and truck driving. These are run by community based organizations and governmental agencies, proprietary schools. While they do not receive credit, some of the programs offer a certificate of completion. More than 230 people participated in these programs during FY 1981.

City of Chicago

Mayor's Office of Employment and Training

DEMOGRAPHIC DATA

CETA AGENCY:	City of Chicago CETA - Mayors Office of Employment and Training
ADDRESS:	180 N. LaSalle, Chicago, Illinois 60601
PHONE:	(312) 744-5882
DIRECTOR:	Reginald Brown
CONTACT PERSON:	Lee Diffay
AREA COVERED:	The city of Chicago.
DESCRIPTION:	Chicago is a large urban environment with a variety of neighborhoods.
CETA GOVERNING AGENCY:	City Council.
POPULATION:	3,005,072
NUMBER SERVED FY 1981:	63,396
MAJOR EMPLOYMENT SOURCES:	Business and industry.
EDUCATIONAL AGENCIES:	The Chicago public school system, private and parochial schools, the Alternative Schools Network, city colleges of Chicago, four year universities and colleges, technical schools, and proprietary schools.

PROGRAMS

City of Chicago CETA operates the following programs:

NAME:	Work Experience
AGENCY:	Alternative Schools Network
ADDRESS:	1105 W. Lawrence Chicago, Illinois 60640
PHONE:	(312) 728-4030
CONTACT:	Jack Wuest
PROGRAM DESCRIPTION:	The alternative schools network program works with inner-city youth who have been referred to them from CETA and other social service agencies. The program includes basic skills, counseling, and employment. In addition to classes toward a diploma, students have work experience and job preparation training.
LENGTH OF PROGRAM:	
CREDENTIAL OR CREDIT:	High school credit toward a diploma.
FUNDING SOURCE:	Y.E.T.P.
PROGRAM ESTABLISHED:	1978
NUMBER OF PARTICIPANTS:	
DESCRIPTION OF PARTICIPANTS:	Out-of school youth, CETA eligible.
INSTRUCTORS:	School faculty.
LOCATION:	Schools
HOW WAS THE PROGRAM ESTABLISHED:	The Alternative Schools Network had been part of a national demonstration project. On the basis of their performance, CETA contracted with them.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	School
WHAT FOLLOW UP EXISTS:	Regular school and CETA follow up.

WHAT IMPACT DOES CREDIT HAVE:	Students who weren't able to succeed in the traditional setting can succeed in these institutions.

NAME:	Work Experience
AGENCY:	Chicago Board of Education
ADDRESS:	228 North LaSalle, Room 230 Chicago, Illinois
PHONE:	(312) 641-4565
CONTACT:	Dr. Donald Newberg, Alexis Schneider
PROGRAM DESCRIPTION:	Most of the work-experience occurs in the school. Counseling occurs weekly. Work readiness sessions in addition to regular classes.
LENGTH OF PROGRAM:	12 hours per week/unlimited length.
CREDENTIAL OR CREDIT:	No credit for work experience.
FUNDING SOURCE:	II B
PROGRAM ESTABLISHED:	1975
NUMBER OF PARTICIPANTS:	1250 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	In-school, 16-18.
INSTRUCTORS:	Chicago public school teachers
LOCATION:	Chicago public schools
HOW WAS THE PROGRAM ESTABLISHED:	Board of education and CETA already had a working relationship.
WHAT PROBLEMS WITH CREDIT:	If credit were offered, only students who have access to other programs would get in. By not offering credit, it enlarges the number of students served.
WHO DETERMINES CREDIT:	Department of Curriculum
WHAT FOLLOW UP EXISTS:	Regular CETA follow up.
WHAT IMPACT DOES CREDIT HAVE:	Not applicable.

NAME:	Work Experience
AGENCY:	Board of Education
ADDRESS:	228 North LaSalle, Room 230 Chicago, Illinois
PHONE:	(312) 641-4565
CONTACT:	Dr. Donald Newberg
PROGRAM DESCRIPTION:	15 hours per week work experience, 2 hours spent in counseling session. Employment can be in-school, NFP, or private sector. Students rotate positions within an agency or company so they learn many aspects of a career.
LENGTH OF PROGRAM:	One year.
CREDENTIAL OR CREDIT:	None
FUNDING SOURCE:	Title IV
PROGRAM ESTABLISHED:	1977
NUMBER OF PARTICIPANTS:	1250 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	In-school youth
INSTRUCTORS:	Work-site.
LOCATION:	Work-site.
HOW WAS THE PROGRAM ESTABLISHED:	CETA came to the Board, but relationship was already established. Many things jointly worked out.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	Schools
WHAT FOLLOW UP EXISTS:	Computerized study in process.

NAME:	Adult Work-Experience
AGENCY:	Board of Education
ADDRESS:	228 North LaSalle, Room 230 Chicago, Illinois
PHONE:	(312) 641-4565
CONTACT:	Dr. Donald Newberg
PROGRAM DESCRIPTION:	Work experience to develop skills for participants. They are encouraged to work on GED, but its not part of the program. Training is on the job training except for occasional in-service work shops.
LENGTH OF PROGRAM:	18 months
CREDENTIAL OR CREDIT:	None
FUNDING SOURCE:	II D and VI (now being phased out)
PROGRAM ESTABLISHED:	Certificate of completion
NUMBER OF PARTICIPANTS:	1252 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	Eigher drop outs or graduates who are unemployed.
INSTRUCTORS:	Work-site supervisors and field-aides from the board. In service staff also employed by Chicago Board.
LOCATION:	Work-sites.
HOW WAS THE PROGRAM ESTABLISHED:	CETA and the Board had worked together on other projects. It is easy to add new ones.
WHAT PROBLEMS WITH CREDIT:	Not applicable
WHO DETERMINES CREDIT:	Not applicable
WHAT FOLLOW UP EXISTS:	Personnel does follow up.

GENERAL SUMMARY

DOES CREDIT MATTER? Only if it has some positive impact on the student. Unless credit for work experience would help the student, there is no advantage to having it. Academic credit may not make them more marketable so it doesn't matter unless it leads to early graduation or some other in-school benefit.

WHERE YOU DON'T HAVE CREDIT, WHY? We haven't vigorously pursued this with the Board of Education. They prefer having CETA programs non-credit because otherwise teachers would recommend students for CETA funds who are eligible for other funded programs. Without credit more students get work experience.

COMMENTS: The city of Chicago contracts with DAVTE in the State Board of Education office to manage vocational programs from 50-75 private agencies for adults. These are skills training programs and do not offer academic credit. Extensive youth programs are offered by the Chicago Board of Education and the Alternative Schools Network; however, except for a small pilot program of 100 youth in the summer of 1981, no credit has been offered.

Cook County CETA

Office of Manpower Services

DEMOGRAPHIC DATA

CETA AGENCY:	Cook County CETA
ADDRESS:	Office of Manpower Services 118 N. Clark St. Room 500 Chicago, Illinois 60602
PHONE:	(312) 443-4740
DIRECTOR:	Joseph Monaghen
CONTACT PERSON:	Cynthia Wren
AREA COVERED:	Cook County except for the City of Chicago.
DESCRIPTION:	Primarily suburban communities ringing the city of Chicago. Both the socio-economic background and the kinds of business and industry in the area varies greatly. The area extends from the far South side to the North.
CETA GOVERNING AGENCY:	Cook County Board
POPULATION:	2,274,196
NUMBER SERVED FY 1981:	13,286
MAJOR EMPLOYMENT SOURCES:	Industry and business
EDUCATIONAL AGENCIES:	In the area there are many public school systems, community colleges, 4 year colleges,and proprietary schools.
COMMENTS:	Cook County is a large area of suburbs surrounding the City of Chicago. They are divided into five geographical regions for programmatic purposes. The following summaries indicate some of the programs offered and are comparable to those offered in the other regions of the county.

PROGRAMS

Cook County CETA operates the following programs:

NAME:	College Credit Programs
AGENCY:	Triton Community College
ADDRESS:	2000 5th Ave. River Grove, Illinois 60171
PHONE:	(312) 456-0300
CONTACT:	Marge Kenney
PROGRAM DESCRIPTION:	Participants enter L.P.N. program, and executive secretarial science.
LENGTH OF PROGRAM:	10 months - L.P.N.
CREDENTIAL OR CREDIT:	Regular credit
FUNDING SOURCE:	II B
PROGRAM ESTABLISHED:	1975
NUMBER OF PARTICIPANTS:	45
DESCRIPTION OF PARTICIPANTS:	CETA eligible, GED or diploma
INSTRUCTORS:	College faculty
LOCATION:	College
HOW WAS THE PROGRAM ESTABLISHED:	When CETA first started a link was established with area Community Colleges.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	College with approval of the I.C.C.B.
WHAT FOLLOW-UP EXISTS:	Regular CETA follow-up.
WHAT IMPACT DOES CREDIT HAVE:	They are more employable.

NAME:	Skills Training Program
AGENCY:	Triton Community College
ADDRESS:	2000 5th Ave. River Grove, Illinois 60171
PHONE:	(312) 456-0300
CONTACT:	Marge Kenney
PROGRAM DESCRIPTION:	Students participate in special skills training programs in banking, cable T.V. installation, typewriter repair, machine tool, nursing assistance, floral design, word processing, etc.
LENGTH OF PROGRAM:	8-15 weeks
CREDENTIAL OR CREDIT:	Competency based diploma of completion, continuing education units.
FUNDING SOURCE:	II B
PROGRAM ESTABLISHED:	1980
NUMBER OF PARTICIPANTS:	200+ (FY 1981)
DESCRIPTION OF PARTICIPANTS:	CETA eligible, 18 and over, pass math and reading test (GED for banking course only).
INSTRUCTORS:	College faculty.
LOCATION:	College.
HOW WAS THE PROGRAM ESTABLISHED:	This program is part of the regular college offerings. CETA added participants to the existing program.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	College
WHAT FOLLOW UP EXISTS:	Regular CETA follow up.
WHAT IMPACT DOES CREDIT HAVE:	The students are proud of the certificate and find that it impresses employers when they apply for jobs.

NAME:	Sunshine/Sunburst
AGENCY:	Oakton Community College
ADDRESS:	8320 Ballard Road Niles, Illinois 60648
PHONE:	(312) 296-0455
CONTACT:	Kat Kregness, Director
PROGRAM DESCRIPTION:	Students attend classes in the morning and have work experience in the afternoon.
LENGTH OF PROGRAM:	3 semesters, 12 week cycles.
CREDENTIAL OR CREDIT:	High school credit and diploma.
FUNDING SOURCE:	Y.E.T.P., Y.O.U.
PROGRAM ESTABLISHED:	1977
NUMBER OF PARTICIPANTS:	65-75
DESCRIPTION OF PARTICIPANTS:	14-21 years old, out of school youth.
INSTRUCTORS:	Certified teachers
LOCATION:	8320 Baldwin
HOW WAS THE PROGRAM ESTABLISHED:	The Superintendents and assistant superintendents wanted it; recognized need.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	College
WHAT FOLLOW UP EXISTS:	Former students are phoned and have dropped in to the school. A questionnaire has been sent.
WHAT IMPACT DOES CREDIT HAVE:	Credit is the whole reason for the program. It's the reason the kids are here. They can always get a job, this will get them a better job.

NAME:	Youth Employment Training Project
AGENCY:	CEDA (Community and Economic Development Association of Cook County)
ADDRESS:	620 South Michigan Avenue Chicago, Illinois
PHONE:	(312) 328-5166
CONTACT:	Tianda Wirtz or Pat Vance
PROGRAM DESCRIPTION:	Participants to find employment and to counsel peers for employment. They can also work on GED if they want or take vocational training.
LENGTH OF PROGRAM;	1000 hours
CREDENTIAL OR CREDIT:	None
FUNDING SOURCE:	IV
PROGRAM ESTABLISHED:	1978
NUMBER OF PARTICIPANTS:	70 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	Out-of-school youth. 16-21
INSTRUCTORS:	Work-site supervisor and CEDA counselor.
LOCATION:	Work-site.
HOW WAS THE PROGRAM ESTABLISHED:	CEDA wrote a proposal to CETA.
WHAT PROBLEMS WITH CREDIT:	CEDA does not have a link with an institution that offers credit.
WHO DETERMINES CREDIT:	Not applicable.
WHAT FOLLOW UP EXISTS:	Regular CETA follow up.
WHAT IMPACT DOES CREDIT HAVE:	Not applicable.

NAME:	Youth Opportunities Unlimited - Work Experience
AGENCY:	CEDA (Community and Economic Development Association of Cook County)
ADDRESS:	620 S. Michigan Avenue Chicago, Illinois
PHONE:	(312) 328-5166
CONTACT:	Tianda Wirtz or Pat Vance
PROGRAM DESCRIPTION:	Some classroom training and work experience remainder of the time.
LENGTH OF PROGRAM:	In-school,no limit, out-of-school, 1000 hours.
CREDENTIAL OR CREDIT:	May get GED, but none for work experience.
FUNDING SOURCE:	IV
PROGRAM ESTABLISHED:	1978
NUMBER OF PARTICIPANTS:	382 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	14-21, in-school and out-of-school.
INSTRUCTORS:	Employers and CEDA counselor.
LOCATION:	Work-site.
HOW WAS THE PROGRAM ESTABLISHED:	CEDA wrote proposal to CETA. CEDA has been working with CETA for 16 years.
WHAT PROBLEMS WITH CREDIT:	If no agreement is established with school district, credit doesn't cause problems - money to underwrite credit offerings doesn't exist.
WHAT FOLLOW UP EXISTS:	30-60-90 day follow up.

NAME:	In-School and Out-of-School Work Experience
AGENCY:	E.N.A.W. (Evanston Neighbors at Work)
ADDRESS:	1813 Dempster Evanston, Illinois 60201
PHONE:	(312) 328-5166
CONTACT:	Pat Vance
PROGRAM DESCRIPTION:	Work experience, out-of-school - 28 hours/week. in-school - 15 hours/week. Youth are out stationed for experience in maintenance, clerical, and day care. In-school youth attend regular school, out-of-school take no regular classes, but they are tested at G.R.A.S.P. (GED, ESL, and ABE program) and placed in to their programs.
LENGTH OF PROGRAM:	1000 hours maximum.
CREDENTIAL OR CREDIT:	Regular class credit or GED, no credit for work experience.
FUNDING SOURCE:	Y.O.U. and II B
PROGRAM ESTABLISHED:	1976
NUMBER OF PARTICIPANTS:	35 (FY 1981) - out-of-school, 55 (FY 1981) - in-school youth.
DESCRIPTION OF PARTICIPANTS:	Youth, both in and out of school.
INSTRUCTORS:	E.N.A.W. Counselor and work-site supervisor.
LOCATION:	Work-site.
HOW WAS THE PROGRAM ESTABLISHED:	Through CEDA a link was established between ENAW and CETA (ENAW is a sub-grantee of CEDA).
WHAT FOLLOW UP EXISTS:	3-6-9 month follow up through CEDA.
WHAT IMPACT DOES CREDIT HAVE:	Has greater impact on those in-school. They develop responsibility and accountability. Motivates them to stay in school.

NAME:	Youth Community Conservation Improvement Project
AGENCY:	E.N.A.W. (Evanston Neighbors at Work)
ADDRESS:	1813 Dempster Evanston, Illinois 60201
CONTACT:	Pat Vance
PROGRAM DESCRIPTION:	Pre-apprenticeship in painting; learning trade of painting interior and exterior for low income and elderly Evanston residents - 2 months of class training which included GED training for 2 hours/week.
LENGTH OF PROGRAM:	40 hours/week for 1 year.
CREDENTIAL OR CREDIT:	None.
FUNDING SOURCE:	IV C
PROGRAM ESTABLISHED:	1980
NUMBER OF PARTICIPANTS:	10
DESCRIPTION OF PARTICIPANTS:	16-19 year old high school drop-outs.
INSTRUCTORS:	Expert painters hired by E.N.A.W. and G.R.A.S.P. personnel.
LOCATION:	1704 Dodge/Evanston, and work-site.
WHAT PROBLEMS WITH CREDIT:	Need was recognized to have a certificate of completion.
WHO DETERMINES CREDIT:	Manpower Office would control certification.
WHAT FOLLOW UP EXISTS:	3-6-9 month follow up through CEDA.
WHAT IMPACT DOES CREDIT HAVE:	Meets immediate need for income, they then want to go on to another program. Without credit doesn't lead to anything specific in the future.

GENERAL SUMMARY

DOES CREDIT MATTER? Credit matters as an incentive to the participant, and as an indicator that he or she can succeed in traditional terms, although in an alternative setting. It is also important as an aid to employability.

WHERE YOU DON'T HAVE CREDIT, WHY? In many instances the agency did not ask for credit to be included in the plan.

HOW ARE CETA STUDENTS DIFFERENT? CETA students are viewed as having problems that require special responses. Students in regular programs without special CETA support have trouble making it through - meeting the requirements of the system. CETA youth were described as depressed, unable to succeed in traditional educational settings.

Balance of State-DeKalb

DeKalb/Kendall County - CETA

DEMOGRAPHIC DATA

CETA AGENCY:	DeKalb/Kendall CETA Services
ADDRESS:	310 North Sixth Street DeKalb, Illinois 60115
PHONE:	(815) 756-3668
DIRECTOR:	Lynne L. Morel
CONTACT PERSON:	Lynne L. Morel
AREA COVERED:	During FY 1981 this prime sponsor served DeKalb and Kendall counties only. However, for FY 1982 they will serve a total of nine counties DeKalb, Kendall, Bureau, Putnam, Lee, Stark, Woodford, Ogle, and Marshall.
DESCRIPTION:	The majority of the counties served would be considered rural with the only exception being DeKalb which is urban. The age group of people served is 16 years of age and up (with no upper limit).
CETA GOVERNING AGENCY:	Illinois Department of Commerce and Community Affairs
POPULATION:	The counties have a range of population. DeKalb would be the largest with an estimated population of 73,000, Kendall has 35,000, and Putnam County would be the smallest with an estimated population of 6,800.
NUMBER SERVED FY 1981	659 (estimate is for 1,000 participants in the new district)
MAJOR EMPLOYMENT SOURCES:	American Direct Dial (part of Aldens), Written House (a publishing company), Northern Illinois University, Catepillar Company, a number of diverse smaller businesses and agriculture.
EDUCATIONAL AGENCIES:	During FY 1981 the program dealt with Kishwaukee Community College and Waubonsee Community College for the college age participants and Indian Valley Area Vocational Center, Rockford Area Vocational Center, and the area high schools for high school age participants. The agent has also dealt with various smaller educational agencies such as DeKalb School of Beauty Culture and Aurora Barber College. With the expansion of the services they are anticipating working with Rock Valley Community College, Sauk Valley Community College,

and Illinois Central Community College along with the high schools in the area. Northern Illinois University is also located in the district.

PROGRAMS

Balance of State-DeKalb operates the following programs:

NAME:	Cooperative Work Training Class
AGENCY:	DeKalb High School
ADDRESS:	47th Street DeKalb, Illinois 60115
PHONE:	(815) 758-3474
CONTACT:	Wayne Miller, Cooperative Work Training Coordinator for Special Needs
PROGRAM DESCRIPTION:	The program was divided into three classes - special education students, CETA students, and regular students. The classroom phase teaches job readiness. If the CETA student has previously been in the classroom phase, he is put on independent study and must complete weekly assignments. In addition there is work experience; a student is assigned a work site in the school district. The classroom phase meets one period per day; they work a maximum of fifteen hours per week. For each phase, the student receives up to one credit.
LENGTH OF PROGRAM:	Depends upon students; some students were in the program two-three years.
CREDENTIAL OR CREDIT:	For each phase, the student receives up to one credit. Credit is determined by Wayne Miller.
FUNDING SOURCE:	CETA
PROGRAM ESTABLISHED:	Two-three years ago.
NUMBER OF PARTICIPANTS:	During FY 1981 started with eight and went to the maximum number of sixteen (approximate).
DESCRIPTION OF PARTICIPANTS:	The majority are ages 16-18 years old and CETA eligible.
INSTRUCTORS:	Certified teachers.
LOCATION:	DeKalb High School
HOW WAS THE PROGRAM ESTABLISHED:	CETA personnel contacted John Cassani, the Career Coordinator at DeKalb High School, and expressed a need for the program.

WHAT PROBLEMS WITH CREDIT:	There are no problems with credit in that it is the same credit as given to the other eight work study programs.
WHO DETERMINES CREDIT:	Classroom teacher.
WHAT FOLLOW UP EXISTS:	No formal follow up exists. There is some informal contact with students.
WHAT IMPACT DOES CREDIT HAVE:	For the student the classroom experience does help to prepare them for the work experience. Through the units the students have learned about selection of vocational goals, checking accounts, insurances, taxes, retirement, work safety, co-worker/employer relationships. The majority of the time is spent in positively reinforcing those skills needed to be a good employee.

NAME:	Career Awareness Program
AGENCY:	Indian Valley Vocational Center
ADDRESS:	600 Lions Road Sandwich, Illinois 60548
PHONE:	(815) 786-3761
CONTACT:	Robert Barragree, Director
PROGRAM DESCRIPTION:	The objective of this program was to acquaint students with information about six selected programs and to provide a sample of on-hands experience in each program.
LENGTH OF PROGRAM:	Summer term only
CREDENTIAL OR CREDIT:	None attached.
FUNDING SOURCE:	CETA agreed to pay students, area vocational center teachers' salaries, and rental for use of center.
PROGRAM ESTABLISHED:	During summer term of 1980 and 1981 only.
NUMBER OF PARTICIPANTS:	Approximately 60 students each term.
DESCRIPTION OF PARTICIPANTS:	CETA eligible students ages 14-20 years old. The majority being from the City of DeKalb.
INSTRUCTORS:	Regular area vocational center teachers.
LOCATION:	Rural area across from Sandwich High School.
HOW WAS THE PROGRAM ESTABLISHED:	There was no credit or certification attached to this program. The problem was the caliber of student who was participating; there were instances of equipment breaking or disappearing and infringement of established policies. The students did not want to be in this program - particularly during the summer.
WHO DETERMINES CREDIT:	Not applicable

WHAT FOLLOW UP EXISTS:	Not applicable.
WHAT IMPACT DOES CREDIT HAVE:	Not applicable.
GENERAL COMMENTS:	Given the past experience in this program the director is very doubtful it will be offered in the future.

NAME:	Regular Vocational Classes
AGENCY:	Indian Valley Vocational Center
ADDRESS:	600 Lions Road Sandwich, Illinois 60548
PHONE:	(815) 786-3761
CONTACT:	Robert Barragree, Director
PROGRAM DESCRIPTION:	Teaching and training of fifteen vocational programs - Graphic Communications, Medical Assisting, Food Services, Model Office, Auto Mechanics, Drafting, Machine Trade, Agriculture Mechanics, Auto Body, Welding, Building Trades, Aircraft Maintenance, Electrical Occupations, Child Care, and Vocational Evaluation (service program). Twelve high schools feed into the area vocational center - Somanauk, Hinckley-Big Rock, Waterman, Shabbano, Pawpaw, Earlville, Leland, Plano, Sandwich, Yorkville, Serena, and Newark. The area vocational center does not know which students are CETA participants. There is a three way agreement among the center, the high school, and CETA to aid CETA eligible students. When a student is CETA eligible, rather than the school paying the tuition, CETA picks up the tab. The director feels this program is successful.
LENGTH OF PROGRAM:	All programs except the model office program are two years in length; the model office program is one year in length. The students meet for two and one half hours per day either in the morning or the afternoon.
CREDENTIAL OR CREDIT:	Three credits through the student's high school.
FUNDING SOURCE:	25% state funding, 75% local funding. CETA participants are funded through CETA funds.
PROGRAM ESTABLISHED:	The area vocational center was established 1975; started working with CETA students around 1977.
NUMBER OF PARTICIPANTS:	During FY 1981, 21 CETA students were served; For FY 1982, the center has nine students.

DESCRIPTION OF PARTICIPANTS:	The young adults are high school students age 16-18, while the adults are classified as 18 years and older.
INSTRUCTORS:	Illinois certified teachers; five or six of the instructors are non-degree teachers, but they are certified.
LOCATION:	Rural area across from Sandwich High School
HOW WAS THE PROGRAM ESTABLISHED:	The director of the center contacted CETA personnel, explained the program, and offered assistance.
WHAT PROBLEMS WITH CREDIT:	There is no problem with credit. However, there are two unrelated problems: 1) Students discovered they could drop out of their high school and then CETA would not only send them to the center, they would get paid for it. This problem was solved by the center establishing a policy with the cooperation of CETA not to accept any student under the age of 18 who is not connected with a high school. 2) The second problem came about when students found they could take a program at the center in their junior year and earn three credits while taking a full load at their high school. Then, during their senior year they could graduate early. This problem has not really been solved because if the credit is cut to two hours the funding would also be cut. However, this affects very few students.
WHO DETERMINES CREDIT:	The area vocational center determines credit with approval of DAVTE. The local high schools accept the credit.
WHAT FOLLOW UP EXISTS:	The center follows up one year graduates each year but are not following three and five year graduates. This includes CETA students.
WHAT IMPACT DOES CREDIT HAVE:	Students like the credit because it contributes toward their graduation while providing on hands experience in an occupation. Employers want to hire the center students because the necessary skills are learned and the students have had the training. Employers have gone so far as to contact the center and state they are interested in hiring students.

NAME:	English as a Second Language
AGENCY:	Kiswaukee College
ADDRESS:	Malta, Illinois 60150
PHONE:	(815) 825-2086
CONTACT:	Janette Crum, Director of Special Projects
PROGRAM DESCRIPTION:	This program has two different branches. The first branch is an intensive program which is for those students who wish to go on to college and want an intensive exposure to ESL. The second branch is more of a community oriented program which is taken by residents in the community who need the necessary skills to cope with day-to-day living.
LENGTH OF PROGRAM:	This is an on-going program. Participants who are coming in at a beginning level usually stay two years if they are interested in the community oriented program. If the participant is planning to go on to college, they usually take the intensive program for one semester.
CREDENTIAL OR CREDIT:	This is at a non-transferable level. Beginning ESL, Intermediate ESL, and Advanced ESL all are on a variable basis (maximum credit 4.5) and Communicative Linguistics and Cross Cultural Communications both have three hours of credit attached.
FUNDING SOURCE:	Qualified participants are referred to CETA for tuition and stipend.
PROGRAM ESTABLISHED:	1975
NUMBER OF PARTICIPANTS:	For FY 1981, 6-10 participants were CETA sponsored. The total ESL program has approximately 150 participants.
DESCRIPTION OF PARTICIPANTS:	The majority of the participants are wives of foreign students who are at low economical level.

INSTRUCTORS:	Regular college instructors
LOCATION:	Main campus and extension centers
HOW WAS THE PROGRAM ESTABLISHED:	Mrs. Crum originally started seeking funds and establishing the program because of the need of the Spanish speaking people who were coming to work at the local canneries and were settling into the community. The community was ignoring their needs and they were having problems coping.
WHAT PROBLEMS WITH CREDIT:	The basic problem with credit is tied to the number of contact hours a course meets. Most students need to continue longer than the credit they have earned.
WHO DETERMINES CREDIT:	The college determines credit with approval of the Illinois Community College Board.
WHAT FOLLOW UP EXISTS:	There is no follow up with the CETA participants
WHAT IMPACT DOES CREDIT HAVE:	In this program, the students don't care about the credit. Some even wish there was no credit attached because of the fees they must pay. There is no real advantage to the student or the employer; the only advantage is to the college because they receive some reimbursement through the Illinois Community College Board.

NAME:	Referrals into Existing Programs
AGENCY:	Kiswaukee College
ADDRESS:	Malta, Illinois 60150
PHONE:	(815) 825-2086
CONTACT:	Janette Crum, Director of Special Projects
PROGRAM DESCRIPTION:	Students attend college courses in the areas of health occupations, data processing, auto mechanics, secretarial services, and nursing.
LENGTH OF PROGRAM:	Degree programs - two years; certificate program - one year
FUNDING SOURCE:	Title II - B
PROGRAM ESTABLISHED:	At the inception of CETA.
NUMBER OF PARTICIPANTS:	30-50 participants
DESCRIPTION OF PARTICIPANTS:	Low economical, educationally disadvantaged persons. Age range from youth to 30 or 40 years of age. There are quite a few females who are head of household. Some are students who continue after the GED program.
INSTRUCTORS:	Regular college instructors
LOCATION:	Main campus
HOW WAS THE PROGRAM ESTABLISHED:	Through cooperative efforts of CETA and Kiswaukee College
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	Determined by community college with approval of Illinois Community College Board.
WHAT FOLLOW UP EXISTS:	DeKalb CETA performs follow up.
WHAT IMPACT DOES CREDIT HAVE:	Credit allows the participant to have greater success in obtaining employment or continuing their education if so desired.

NAME:	Swift Employee Retraining Program
AGENCY:	Kiswaukee College
ADDRESS:	Malta, Illinois 60150
PHONE:	(815) 825-2086
CONTACT:	Janette Crum, Director of Special Projects
PROGRAM DESCRIPTION:	Retraining of employees who have lost their jobs due to the plant closing. The program included data processing, business and supervision, diesel truck driving, machine tool, welding, and maintenance electrician.
LENGTH OF PROGRAM:	May, 1981 - September 30, 1981
CREDENTIAL OR CREDIT:	All had credit attached to them except machine tool which had a certificate.
FUNDING SOURCE:	Illinois Department of Commerce and Community Affairs
PROGRAM ESTABLISHED:	May, 1981
NUMBER OF PARTICIPANTS:	80 participants
DESCRIPTION OF PARTICIPANTS:	The majority were male, middle age (30-55 years old) who had been in their job position for a long period of time (7-20 years) and were settled in the community. The majority were not use to going out and looking for another job. Also, the majority had no college experience (high school graduate or less).
INSTRUCTORS:	Regular college instructors
LOCATION:	Main college campus
HOW WAS THE PROGRAM ESTABLISHED:	The need arose when a plant closed.
WHAT PROBLEMS WITH CREDIT:	This was a very intensive program. Problems arose because the teachers were aware of the

	credit which was attached to the program and the requirements and objectives which were set up to establish credit. If the student did not meet the requirements/objectives he did not pass, even though some learning had taken place.
WHO DETERMINES CREDIT:	These were regular college courses with the credit predetermined and approved by Illinois Community College Board.
WHAT FOLLOW UP EXISTS:	A follow up was done with some of the classes on an evaluation of the class; however, due to the lack of staff and funding, no formal follow up has been done.
WHAT IMPACT DOES CREDIT HAVE:	Our society is a credit oriented society. At first the student may not understand the credit or credentialing part of the program, but it is important. Employers tend to look for credit on paper before hiring an employee.

GENERAL SUMMARY

DOES CREDIT MATTER:

Credit is given for both classroom training and employment training. The only area which as no credit attached is the Adult Basic Education (ABE) which essentially brings participants up to a level for their GED training.

With reference to student reaction, the impression given is that the GED is an important achievement. For most of the students the GED is their first successful attainment of a goal.

The reaction of employers is one of acceptance of the GED certificate. A preference is shown for a high school graduate but the employers will acknowledge a GED certificate.

WHERE YOU DON'T HAVE CREDIT, WHY:

As mentioned previously, the Adult Basic Education (ABE) does not have credit attached to it. The ABE essentially brings the participant up to the minimal level to begin their GED training.

Officials of one small town in the southern part of the county do not see the need for CETA. They feel they do not have any persons in their town in need of CETA; and, do not want anything to do with Federal or State subsidies.

With this exception, area high schools are willing to work with the CETA office and provide services for eligible participants.

HOW ARE CETA STUDENTS DIFFERENT?

Basically, there are three types of students who seem to be CETA students.

The first ones are under achievers who have the capability but do not receive any direction or encouragement from home.

The second group consists of low ability children who fall between the cracks at the regular high school. Usually they are in trouble with the police but nothing severe.

The last group contains the handicapped children. Due to the broad definition in the regulation of handicapped, many children may come under this heading - mentally retarded, behavior problems, physically handicapped. Ms. Morel refers to handicapped as the physically handicapped child.

GENERAL COMMENTS:

Generally, the CETA programs appear to be well accepted by the area high schools, community colleges, and the public.

One problem pointed out which is not related to credit is that with Northern Illinois University located in DeKalb the NIU students go to Job Service to find a job. Job Service in turn submits those numbers to the state office as numbers served and the State office uses those numbers to tell the CETA office according to number of people served by Job Service, you should serve this number of participants. In counting the NIU students in the service it shows the anticipated participant number high.

Also, sometimes the CETA staff wishes they had a specific program which they don't have.

Balance of State-Galesburg

Illinois Farmers Union - CETA

DEMOGRAPHIC DATA

CETA AGENCY:	Illinois Farmer's Union CETA - Region IV
ADDRESS:	121 South Prairie, PO Box 965 Galesburg, Illinois 61401
PHONE:	(309) 342-0151
DIRECTOR:	Gene Belker
CONTACT PERSON:	Gene Belker
AREA COVERED:	Knox, Henderson, Hancock, Fulton, Warren, and McDonough counties (old region V and XII)
DESCRIPTION:	The area includes the towns of Galesburg, Canton, Macomb, and rural areas.
CETA GOVERNING AGENCY:	Balance of State
POPULATION:	195,000
NUMBER SERVED FY 1981:	414 currently being served; this is a new district (estimate 1,400 were served in FY 1981)
MAJOR EMPLOYMENT SOURCES:	Agriculture, manufacturing.
EDUCATIONAL AGENCIES:	The area includes Western Illinois University, Knox College, community college, public schools, and limited proprietary schools.

PROGRAMS

Balance of State-Galesburg operates the following programs:

NAME:	Regular College Programs
AGENCY:	Robert Morris College
ADDRESS:	College Avenue Carthage, Illinois 62321
PHONE:	(217) 358-2121
CONTACT:	Alan Fisch
PROGRAM DESCRIPTION:	Students are referred by agencies, including CETA. Students follow regular admissions process, become regular students in career oriented areas of study.
LENGTH OF PROGRAM:	One year or two years
CREDENTIAL OR CREDIT:	Regular college credit.
FUNDING SOURCE:	Title II B
PROGRAM ESTABLISHED:	1978
NUMBER OF PARTICIPANTS:	(FY 1981) 25
DESCRIPTION OF PARTICIPANTS:	CETA eligible.
INSTRUCTORS:	College faculty.
LOCATION:	College.
HOW WAS THE PROGRAM ESTABLISHED:	Robert Morris College had thirty CETA students up to 1978. Twenty-eight have graduated. The college established an office for non-traditional students and actively recruited CETA students.

NAME:	Food Service Management Program
AGENCY:	Robert Morris College
ADDRESS:	College Avenue Carthage, Illinois 62321
PHONE:	(309) 358-2121
CONTACT:	Alan Fisch
PROGRAM DESCRIPTION:	Students learn food service management. They spend twenty hours per week in class and participate in an internship program.
LENGTH OF PROGRAM:	Seven months.
CREDENTIAL OR CREDIT:	Certificate of completion.
FUNDING SOURCE:	Title VII
PROGRAM ESTABLISHED:	1979
NUMBER OF PARTICIPANTS:	23 (17 graduated)
DESCRIPTION OF PARTICIPANTS:	CETA eligible, over 16, they must have a GED by graduation, but may enter the program without it.
INSTRUCTORS:	College selected faculty.
LOCATION:	College.
HOW WAS THE PROGRAM ESTABLISHED:	People at the college recognized the need and contacted CETA people to establish the program.
WHAT PROBLEMS WITH CREDIT:	None.
WHO DETERMINES CREDIT:	College
WHAT FOLLOW UP EXISTS:	Phone follow up and newsletter.
WHAT IMPACT DOES CREDIT HAVE:	Diploma gives student credibility with themselves and employers.

NAME:	GED
AGENCY:	Robert Morris College
ADDRESS:	College Avenue Carthage, Illinois 62321
PHONE:	(309) 358-2121
CONTACT:	Alan Fisch
PROGRAM DESCRIPTION:	As part of food service program. Students who do not have high school graduation can work for their GED.

NAME:	Intensive Clerical
AGENCY:	Robert Morris College
ADDRESS:	College Avenue Carthage, Illinois 62321
PHONE:	(309) 358-2121
CONTACT:	Alan Fisch
PROGRAM DESCRIPTION:	Preparation for entry level clerical position.
LENGTH OF PROGRAM:	Six months, four nights a week.
CREDENTIAL OR CREDIT:	Certificate of Completion and placement assistance.
FUNDING SOURCE:	Title II B
PROGRAM ESTABLISHED:	1979
NUMBER OF PARTICIPANTS:	16 (graduated 12)
DESCRIPTION OF PARTICIPANTS:	CETA eligible, GED by graduation, over 16.
INSTRUCTORS:	College faculty
LOCATION:	College.
HOW WAS THE PROGRAM ESTABLISHED:	When a group of college and CETA people were having lunch they discussed the need for this program and designed a special program.
WHAT PROBLEMS WITH CREDIT:	No agency would have accepted the level of this course for traditional credit.
WHO DETERMINES CREDIT:	College and the Association of Independent Colleges and Schools.
WHAT PROBLEMS WITH CREDIT:	None.
WHAT FOLLOW UP EXISTS:	Students become part of the college placement service.

WHAT IMPACT DOES CREDIT HAVE:	Emphasis needs to be on teaching marketable skills and getting people placed. Robert Morris College does this. Placement is more important than credit.

NAME:	Medical Assisting Program
AGENCY:	Robert Morris College
ADDRESS:	College Avenue Carthage, Illinois 62321
PHONE:	(309) 358-2121
CONTACT:	Alan Fisch
PROGRAM DESCRIPTION:	Students attend the regular medical assisting program courses.
LENGTH OF PROGRAM:	Thirty-three weeks.
CREDENTIAL OR CREDIT:	Regular credit for courses. Certificate in Medical Assisting upon completion.
FUNDING SOURCE:	Title VII
PROGRAM ESTABLISHED:	1975
NUMBER OF PARTICIPANTS:	(FY 1981) 13 (9 graduated)
DESCRIPTION OF PARTICIPANTS:	Older females, single women with children, CETA eligible.
INSTRUCTORS:	College faculty.
LOCATION:	College
HOW WAS THE PROGRAM ESTABLISHED:	After the food service program was written, Robert Morris personnel decided to submit second proposal for this program.
WHAT PROBLEMS WITH CREDIT:	None.
WHO DETERMINES CREDIT:	College.
WHAT FOLLOW UP EXISTS:	Participants become part of the placement service (lifetime).
WHAT IMPACT DOES CREDIT HAVE:	Diploma gives credibility with themselves and employers. Students felt like regular college students, not "CETA people".

NAME:	Registered Nurse
AGENCY:	Graham Hospital
ADDRESS:	146 - 148 North Main Street Canton, Illinois 61520
PHONE:	(309) 647-4224
CONTACT:	Louise Benefield
PROGRAM DESCRIPTION:	Regular training for registered nurse.
LENGTH OF PROGRAM:	Two years.
CREDENTIAL OR CREDIT:	Registered nurse degree and credit for classes.
FUNDING SOURCE:	Title II B
PROGRAM ESTABLISHED:	1980
NUMBER OF PARTICIPANTS:	Four
DESCRIPTION OF PARTICIPANTS:	CETA eligible, GED or equivalent, grade point average.
INSTRUCTORS:	Hospital faculty.
HOW WAS THE PROGRAM ESTABLISHED:	CETA personnel called on the hospital after an interested client inquired at CETA about the nursing program.
WHAT PROBLEMS WITH CREDIT:	None.
WHAT FOLLOW UP EXISTS:	Nine month follow up.
WHAT IMPACT DOES CREDIT HAVE:	They can be employed as registered nurses in nursing homes or hospitals.

NAME:	Cosmetology Training
AGENCY:	International Beauty Academy
ADDRESS:	Canton, Illinois 61520
DESCRIPTION:	Attend regular classes
LENGTH OF PROGRAM:	One year.
CREDENTIAL OR CREDIT:	They receive a certificate and can take exam for license.
FUNDING SOURCE:	Title II B
PROGRAM ESTABLISHED:	1977
NUMBER OF PARTICIPANTS:	Three.
DESCRIPTION OF PARTICIPANTS:	CETA eligible, GED or equivalent
INSTRUCTORS:	Staff.
LOCATION:	School
HOW WAS THE PROGRAM ESTABLISHED:	Program grew out of contact between CETA personnel and school personnel
WHAT PROBLEMS WITH CREDIT:	None.
WHO DETERMINES CREDIT:	Not applicable.
WHAT FOLLOW UP EXISTS:	Three-six-nine months follow up
WHAT IMPACT DOES CREDIT HAVE:	They are more employable as a result of finishing the program and passing licensing exam.

NAME:	Classroom Training
AGENCY:	Mid-State 244 SW Jefferson Peoria, Illinois 61602 (309) 673-6365 Arlene Bunch
	Carl Sandburg 2232 South Lake Stacey Galesburg, Illinois 61401 (309) 344-2518 Peggy Eliot
	Spoon River College Route 1 Canton, Illinois 62321 (309) 647-4645 Chuck Kneedy
	Southeastern Community College Highway 67 and Gear Avenue West Burlington, Iowa 62655 (319) 752-2731 Phil Mackey
PROGRAM DESCRIPTION:	Students participate in vocational technical training programs (welding, secretarial, childcare, accounting, data processing, auto mechanics, L.P.N., cosmetology, x-ray technician) which are part of regular curriculum at the colleges.
LENGTH OF PROGRAM:	One or two years.
CREDENTIAL OR CREDIT:	Certificate of Completion and credit.
FUNDING SOURCE:	Title II B
PROGRAM ESTABLISHED:	1976
NUMBER OF PARTICIPANTS:	(FY 1981) 350
DESCRIPTION OF PARTICIPANTS:	CETA eligible, 18 years old or older.
INSTRUCTORS:	College faculty.
HOW WAS THE PROGRAM ESTABLISHED:	Developed from community needs. CETA approached the colleges.
WHAT PROBLEMS WITH CREDIT:	None.
WHO DETERMINES CREDIT:	College with Illinois Community College Board rules.
WHAT FOLLOW UP EXISTS:	Ninety days.

WHAT IMPACT DOES CREDIT HAVE:	Enables them to get a job ahead of someone who doesn't have the certificate.

NAME:	On the Job Training/Apprenticeship Program
AGENCY:	Apprenticeship Bureau
ADDRESS:	208 18th Street Rock Island, Illinois 61201
PHONE:	(309) 793-5830
CONTACT:	Ida Victor
PROGRAM	When a possible apprentice position is identified, bureau is contacted. If agreement can be reached, apprenticeship can be established.
LENGTH OF PROGRAM:	Three years.
CREDENTIAL OR CREDIT:	Certification of approved training program following Department of Labor Apprenticeship Bureau regulations.
FUNDING SOURCE:	Title II B and YETP
PROGRAM ESTABLISHED:	1976
NUMBER OF PARTICIPANTS:	Ten.
DESCRIPTION OF PARTICIPANTS:	CETA eligibles assessed for Title II B
INSTRUCTORS:	Employer
LOCATION:	Work-site
HOW WAS THE PROGRAM ESTABLISHED:	Good working relationship exists between CETA and Bureau because personal contact has been established between personnel.
WHAT PROBLEMS WITH CREDIT:	None.
WHO DETERMINES CREDIT:	Not applicable. (There are Federal regulations relating to possible apprentice occupations, but not specifically relating to academic credit.)
WHAT FOLLOW UP EXISTS:	CETA Agency checks to see what has happened.

WHAT IMPACT DOES CREDIT HAVE:	Trainee has knowledge that an employer can depend upon, hence they are more marketable with the certificate.

NAME:	Coop
AGENCY:	Canton, Macomb, Colchester, Bushnell, Lewistown, Spoon River Valley, Hamilton, Carthage, Warsaw, LaHarpe, V. I. T. Stronghurst, Monmouth, Warren, Yorkwood, Williamsfield, Rova, Abingdon, Avon school districts.
PHONE:	(309) 342-0151
CONTACT:	Debra Smith (at CETA)
PROGRAM DESCRIPTION:	Students spend half a day in classes and a half day in work experience or on the job training (must work fifteen hours per week to get credit).
LENGTH OF PROGRAM:	Regular school year.
CREDENTIAL OR CREDIT:	Regular credit from district (three per semester)
FUNDING SOURCE:	Title II B and YETP
PROGRAM ESTABLISHED:	1976
NUMBER OF PARTICIPANTS:	100+ per year.
DESCRIPTION OF PARTICIPANTS:	16-17 year old in-school youth, CETA eligible.
INSTRUCTORS:	High school faculty.
HOW WAS THE PROGRAM ESTABLISHED:	Good working relationship already existed with schools, therefore, it was easy to establish this program.
WHAT PROBLEMS WITH CREDIT:	None.
WHO DETERMINES CREDIT:	Schools.
WHAT FOLLOW UP EXISTS:	Through school system
WHAT IMPACT DOES CREDIT HAVE:	The program helps keep them in school. Helps school system be supportive of CETA students.

NAME:	Link
AGENCY:	Macomb High School and Bushnell-Prairie City
ADDRESS:	South Johnson Road, Macomb, Illinois 61455 / 845 North Walnut Street, Bushnell, Illinois 61422
PHONE:	(309) 837-2331 / (309) 772-2113
CONTACT:	John Sappington / Doris Chafee
PROGRAM DESCRIPTION:	This program is like the Coop Program for special education students. Students attend classes and participate in a work experience program.
LENGTH OF PROGRAM	School year.
CREDENTIAL OR CREDIT:	Three credits per semester
FUNDING SOURCE:	Title II B and YETP
PROGRAM ESTABLISHED:	1979
NUMBER OF PARTICIPANTS:	Fifty per year.
DESCRIPTION OF PARTICIPANTS:	Special education students (14 and up)
INSTRUCTORS:	High school faculty
HOW WAS THE PROGRAM ESTABLISHED:	A meeting was held between CETA and the Department of Rehabilitation Services and school principals. The program was explained and then implemented.
WHAT PROBLEMS WITH CREDIT:	None.
WHAT FOLLOW UP EXISTS:	School records.
WHAT IMPACT DOES CREDIT HAVE:	The program helps keep them in school. It helps the school system be supportive of special needs.

NAME:	WECEP
AGENCY:	District 205, Galesburg
ADDRESS:	600 Prairie Street Galesburg, Illinois 61401
PHONE:	(309) 343-4146 (afternoons)
CONTACT:	Rodney Bunch
PROGRAM DESCRIPTION:	Students attend the regular school program a half day and work experience a half day.
LENGTH OF PROGRAM:	School year.
CREDENTIAL OR CREDIT:	Total three credits per semester.
FUNDING SOURCE:	Title II B and YETP
PROGRAM ESTABLISHED:	1977
NUMBER OF PARTICIPANTS:	(FY 1980) Twelve
DESCRIPTION OF PARTICIPANTS:	Fourteen and fifteen year old school youth, CETA eligible.
INSTRUCTORS:	School district faculty
WHAT PROBLEMS WITH CREDIT:	None
WHAT FOLLOW UP EXISTS:	All through high school
WHAT IMPACT DOES CREDIT HAVE:	Helps keep them in school.

NAME:	Classroom Training and Work Experience
AGENCY:	Galesburg District 205
ADDRESS:	600 Prairie Street Galesburg, Illinois 61401
PHONE:	(309) 342-7121
CONTACT:	Bill Sargent
PROGRAM DESCRIPTION:	This program works with students who have dropped out or need ESL. They attend classes to fulfill basics toward a diploma and get work experience.
LENGTH OF PROGRAM:	Varying lengths of time.
CREDENTIAL OR CREDIT:	Regular credit and diploma.
FUNDING SOURCE:	Title II B
PROGRAM ESTABLISHED:	Two years
NUMBER OF PARTICIPANTS:	Four
DESCRIPTION OF PARTICIPANTS:	Drop outs, CETA eligible.
INSTRUCTORS:	High school teachers.
LOCATION:	School
HOW WAS THE PROGRAM ESTABLISHED:	The classroom training coordinator contacted the school district to establish the program.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	School.
WHAT FOLLOW UP EXISTS:	School records.
WHAT IMPACT DOES CREDIT HAVE:	According to CETA personnel, without credit, the program wouldn't exist.

NAME:	GED and ABE/ESL
AGENCY:	Galesburg District 205
ADDRESS:	600 Prairie Street Galesburg, Illinois 61401
PHONE:	
CONTACT:	
PROGRAM DESCRIPTION:	Classwork to take GED evenings and day.
LENGTH OF PROGRAM:	Open entry, open exit
CREDENTIAL OR CREDIT:	GED. No credit for ABE or ESL (passing constitution test for ESL).
FUNDING SOURCE:	Title II B
PROGRAM ESTABLISHED:	
NUMBER OF PARTICIPANTS:	Fifty per year.

GENERAL SUMMARY

DOES CREDIT MATTER:	Yes, it helps students get jobs. The participating schools make more of a commitment to the program if the participants get credit.
WHERE YOU DON'T HAVE CREDIT, WHY:	Because the content of the training is not appropriate for credit. For instance, the purpose of ABE is to help people function in the community, but doesn't include classwork at a level that would qualify for academic credit.
COMMENT:	Region IV of Balance of State is newly formed for FY 1982. Hence some programmatic changes may occur. The major element important to the successful establishment of programs in this area seems to be good networking between CETA personnel and educational agency personnel. Frequently the description of how a program was originally set up included statements like, "I was having lunch with --- from the college/ school/etc. and we were discussing problems, so we decided to write a grant." Clearly in this region the key people already knew each other and worked together before the CETA training programs described were established. So it was easy to establish good CETA/educational training programs. The major concern of the CETA personnel is with employability, but it is believed that credentials or academic credit play a part in employability.

Kane County CETA Services

DEMOGRAPHIC DATA

CETA AGENCY:	Kane County CETA Services
ADDRESS:	719 Batavia Avenue Geneva, Illinois 60134
PHONE:	(312) 232-2400
DIRECTOR:	James Clapper
CONTACT PERSON:	Linda Traeger, Deputy Director - Operations
AREA COVERED:	Kane County
DESCRIPTION:	Kane County is chiefly a metropolitan, urban area with some pockets of rural habitation. The population is concentrated along the Fox River.
CETA GOVERNING AGENCY:	Kane County Board
POPULATION:	278,405
NUMBER SERVED FY 1981:	2,200 - 2,400 (1,800 participants in II B alone).
MAJOR EMPLOYMENT SOURCES:	The principle industry is manufacturing with service occupation being second and retail occupations third. Other employment sources are comprised of all other types of occupations with the exception of agricultural and mining occupations which are very minimal.
EDUCATIONAL AGENCIES:	Elgin Community College, Waubonsee Community College School District U-46 Adult Education, and some use of local high school (not a great deal).

PROGRAMS

Kane County CETA Services operate the following programs:

NAME:	ABE/GED
AGENCY:	School District U-46 Adult and Alternative Education Programs
ADDRESS:	360 DuPage Elgin, Illinois 60120
PHONE:	(312) 888-5318
CONTACT:	Mr. Robert Stark, Director
PROGRAM DESCRIPTION:	The ABE program brings a participant up to an eighth grade equivalency with an eighth grade certificate if requested. The GED program brings a participant up to being able to take the test for the GED certificate.
LENGTH OF PROGRAM:	Open entry - open exit.
CREDENTIAL OR CREDIT:	GED certificate awarded upon successful completion.
FUNDING SOURCE:	Title XX, Illinois State Board of Education, some CETA money (used mainly for ABE).
PROGRAM ESTABLISHED:	1977
NUMBER OF PARTICIPANTS:	For FY 1981 there were 100 GED graduates. The ABE/GED program has a drop out rate from the beginning of approximately 75%.
DESCRIPTION OF PARTICIPANTS:	Participants represent a cross section of the population, with minorities comprising 50% of the people. The people are those who have had a more difficult time in getting an education.
INSTRUCTORS:	Certified.
LOCATION:	In a building which was originally a high school.
HOW WAS THE PROGRAM ESTABLISHED:	The program started first with the high school completion in the evening and was built from there into the GED program.
WHAT PROBLEMS WITH CREDIT:	None

WHO DETERMINES CREDIT:	State regulations are established for GED; program personnel watch closely to meet those requirements.
WHAT FOLLOW UP EXISTS:	Follow up is through CETA but have an informal follow up through the school.
WHAT IMPACT DOES CREDIT HAVE:	The certificate has enough impact that any one who wishes to go on and continue his education and/or have upward mobility in their line of work should obtain it.

NAME:	Class size ESL
AGENCY:	School District U-46 Adult and Alternative Education Programs
ADDRESS:	360 DuPage Elgin, Illinois 60120
PHONE:	(312) 888-5318
CONTACT:	Mr. Robert Stark, Director
PROGRAM DESCRIPTION:	The program teaches entry skill levels of English to non-English speaking people. The program develops participants' language skills for survival in selected employment areas.
LENGTH OF PROGRAM:	Twelve weeks which is coordinated with the actual skills training being taught through Elgin Community College.
CREDENTIAL OR CREDIT:	Certificate awarded upon completion.
FUNDING SOURCE:	Partly through the Indo-Chinese Refugee and partly through CETA.
PROGRAM ESTABLISHED:	1979-80
NUMBER OF PARTICIPANTS:	15 students
DESCRIPTION OF PARTICIPANTS:	Indo-Chinese refugees
INSTRUCTORS:	Instructors certified through high school.
LOCATION:	In a building which was originally a high school.
HOW WAS THE PROGRAM ESTABLISHED:	CETA and the Adult Education Program of School District U-46 worked jointly to set up the program for this select population.
WHAT PROBLEMS WITH CREDIT:	No problems because of areas selected.

WHO DETERMINES CREDIT:	Certification requirements are determined in the contract with the Indo-Chinese Refugee.
WHAT FOLLOW-UP EXISTS:	CETA does their own follow up.
WHAT IMPACT DOES CREDIT HAVE:	Without the certificate, applicant would not get the job.

NAME:	Office Occupations Class
AGENCY:	School District U-46 Adult and Alternative Education Programs
ADDRESS:	360 DuPage Elgin, Illinois 60120
PHONE:	(312) 888-5318
CONTACT:	Mr. Robert Stark, Director
PROGRAM DESCRIPTION:	A participant enrolling in this program will come out with some skills in the office occupations. At the beginning level the class works on typing skills and is introduced to individual job skills such as time clerk or bookkeeper. Fifty percent of the time is spent on typing skills with the rest of the time spent on skills relating to office machines - calculators, adding machines. The program accepts people with a high school diploma or a GED certificate; but if the person does not have either, the staff encourages the person to obtain the GED certificate before they complete the program. Three full sessions meet per year. The success rate is 70%.
LENGTH OF PROGRAM:	13.5 weeks for the beginning level and 13.5 weeks for the intermediate level. Class meets 8 a.m. to 12 noon every day.
CREDENTIAL OR CREDIT:	Credit is high school credit through District U-46 (The credit may be applied toward the high school diploma). Four credits are awarded for the 27 week program.
FUNDING SOURCE:	II B and state monies.
PROGRAM ESTABLISHED:	3 1/2 years ago.
NUMBER OF PARTICIPANTS:	Last year there were 95 starters; of that 95, 63 were completers

DESCRIPTION OF PARTICIPANTS:	Ninety-five to ninety-seven percent of the participants are female. Ages range from 16 to 64 years, with the average age being 23 or 24. Participants represent a cross section of the population - black, white, oriental. Usually, they are unemployed, but they have the ability to work in the afternoons through CETA.
INSTRUCTORS:	Instructors are certified high school instructors, but are not on tenure in the district. They are hired for the program through the contract with CETA.
LOCATION:	In a building which was originally a high school.
HOW WAS THE PROGRAM ESTABLISHED:	CETA had been doing this program with Elgin Community College in the evenings. There was a request for proposals which went out from CETA. Four or five people/agencies applied and School District U-46 Adult Education was awarded the contract.
WHAT PROBLEMS WITH CREDIT:	No problems. Usually the people are not interested in the credit. The only people who are interested in the credit are those who are close to obtaining their high school diploma.
WHO DETERMINES CREDIT:	School District
WHAT FOLLOW-UP EXISTS:	Follow-up is done through CETA. An unofficial follow-up has been done in that the participants may come back for other classes.
WHAT IMPACT DOES CREDIT HAVE:	Minimal, the main influence is the training and skills participants receive from the program. However, a certificate of completion is given at the conclusion of the program and this is prized by the students.

NAME:	Individual Referral Training
AGENCY:	Waubonsee Community College
ADDRESS:	Route 47 Sugar Grove, Illinois 60554
PHONE:	(312) 466-4811
CONTACT:	Dr. Kenneth Shibata, Vice President Mr. Daniel J. Griffin, Director of Development
PROGRAM DESCRIPTION:	Qualified participants are referred by CETA personnel to the program. The participant has the option to select one course or a certificate program (approximate length is one year) or enter into the regular two year program. CETA, however, placed restriction on the participants in that they limit their funding. Several programs are available - Auto Body, Machine Tool, Welding, Data Processing, Accounting, Auto Technology, Secretarial Sciences.
LENGTH OF PROGRAM:	Options of one course, or one year certificate program, or two year associate degree.
CREDENTIAL OR CREDIT:	Academic credit through college
FUNDING SOURCE:	CETA
PROGRAM ESTABLISHED:	Since 1970.
NUMBER OF PARTICIPANTS:	This is a difficult question to answer in that some contracts are for individual student training. Last academic year there were 58 participants in the referral training.
DESCRIPTION OF PARTICIPANTS:	Different programs have different age groups; the machine tooling and welding usually have older, male adults. Participants are not college bound and the majority do not complete the two year program.
INSTRUCTORS:	Full time and part time college instructors.
LOCATION:	Main campus.

HOW WAS THE PROGRAM ESTABLISHED:	The programs were established mutually by CETA and Waubonsee Community College. CETA was interested in providing short term training for some of their participants and Waubonsee felt there was a need.
WHAT PROBLEMS WITH CREDIT:	There is no problem with credit in that it is regular college credit.
WHO DETERMINES CREDIT:	ICCB
WHAT FOLLOW-UP EXISTS:	Waubonsee does a vocational follow-up of all their graduates; this may or may not include the CETA participants.
WHAT IMPACT DOES CREDIT HAVE:	To the participant the desire to obtain an associate degree is secondary; matter of fact, the majority of the participants do not continue after the one year certificate program. The biggest problem tends to be keeping the students in the program.
GENERAL COMMENTS:	Last year Waubonsee Community College had eight funded programs - Displaced Homemakers, Secretarial Sciences, Special Services (for older adults and displaced homemakers), Vocational Education Readiness, GED, Advanced Reading Skills, Title IID (public service employees), and Minority Youth Advocacy for a total amount of $300,000. This year the college has only GED/ABE, ESL, and Minority Youth Advocacy Program funded for a total of $96,000.

NAME:	Minority Youth Advocacy Program
AGENCY:	Waubonsee Community College
ADDRESS:	Route 47 Sugar Grove, Illinois 60554
PHONE:	(312) 466-4811
CONTACT:	Mr. Daniel J. Griffin, Director of Development
PROGRAM DESCRIPTION:	Young adults, ages 18-21 are taught employment readiness skills to prepare them for applying for jobs in the area. The workshop will include career exploration, work orientation, job readiness, and job search.
LENGTH OF PROGRAM:	2 weeks, 5 days/week, 8 hours/day.
CREDENTIAL OR CREDIT:	There is no credit or certificate attached.
FUNDING SOURCE:	Title VII, Private Industrial Council
PROGRAM ESTABLISHED:	Started in FY 1981.
NUMBER OF PARTICIPANTS:	103 contacts, 58 enrollments
DESCRIPTION OF PARTICIPANTS:	Young adults, ages 18 to 21.
INSTRUCTOR:	One full time counselor/instructor.
LOCATION:	Main campus
HOW WAS THE PROGRAM ESTABLISHED:	Administrators at Waubonsee sought CETA'S assistance when they established there was a need for this type of program.
WHAT PROBLEMS WITH CREDIT:	Not applicable.
WHO DETERMINES CREDIT:	Not applicable.

WHAT FOLLOW-UP EXISTS:	There is an immediate, formal follow-up.
WHAT IMPACT DOES CREDIT HAVE:	Since there is no credit attached to this program, this question is irrelevant. However, the program is better than nothing and the participants do come away with some employment readiness skills. One area to be developed in the future would be to place persons in more open ended jobs.

GENERAL SUMMARY

DOES CREDIT MATTER?	Yes, credit does matter. It may not matter immediately to the person, but a lot of the people may choose later to continue their education, and if we can give them a start on their degree, it is an advantage. Employers look more for what was in the training program; the credit is nice, but some employers objected to a program that has credit if the training is not any good.
WHERE YOU DON'T HAVE CREDIT, WHY?	We have never worked with credit as a priority. We are more intent on developing a program and the content of the program. Part of it is a lot of people have failed in the academic setting and we are not trying to set up a similar situation. Also, a lot of our programs are short termed and do not lead to a degree. Also, people have the option to go to credit classes and work toward a degree through sources other than CETA, but CETA does fund some people to do that.
HOW ARE CETA STUDENTS DIFFERENT?	The majority of them had a negative experience in the academic setting in the past. They have more pressures (financial, family) than normal. They are people who are on and off jobs the majority of the time no matter what the economy.

Lake County CETA Program

DEMOGRAPHIC DATA

CETA AGENCY:	Lake County CETA
ADDRESS:	307 Washington Waukegan, Illinois 61155
PHONE:	(312) 249-2200
DIRECTOR:	Cliff Van Dyke
CONTACT PERSON:	Chris Reitz
AREA COVERED:	Lake County
DESCRIPTION:	This area contains suburbs of Chicago, small towns, and very limited rural areas.
CETA GOVERNING AGENCY:	County Board
POPULATION:	400,000
NUMBER SERVED FY 1981:	2000
MAJOR EMPLOYMENT SOURCES:	Industry and business
EDUCATIONAL AGENCIES:	Public Schools, College of Lake County, Lake County Area Vocational Center, Lake Forest College, Barat College, and various proprietary schools.

PROGRAMS

Lake County CETA Program operates the following programs:

NAME:	Regular Program at College
AGENCY:	College of Lake County
ADDRESS:	19351 W. Washington Grayslake, Illinois 60030
PHONE:	(312) 223-6601 (ext. 279)
CONTACT:	Jackie Dungan
PROGRAM DESCRIPTION:	Participants can enter regular college programs such as nursing, data processing, accounting, secretarial, and business management. Potential CETA participants are screened at the college to establish reasonable career goals. If reading level is low, they are referred to other CETA training programs. Borderline students are further tested and sent to remedial classes (non-transferable credit) at the college.
LENGTH OF PROGRAM:	One or two years (certificate or AA degree)
CREDENTIAL OR CREDIT:	Regular
FUNDING SOURCE:	II B
PROGRAM ESTABLISHED:	1975
NUMBER OF PARTICIPANTS:	467 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	CETA eligible, 17 or older, must have a GED by the time they finish
INSTRUCTORS:	College instructors
LOCATION:	College of Lake County
HOW WAS THE PROGRAM ESTABLISHED:	College and CETA already had established a link, so the program was easy to establish.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	CLC with review and approval of the Illinois Community College Board.

WHAT FOLLOW-UP EXISTS:	30 and 90 day follow-up.
WHAT IMPACT DOES CREDIT HAVE:	It makes a difference to the employer. Shows that they have been able to stick with and finish a program. This may mitigate a bad employment record.

NAME:	Hands-on Vocational Training
AGENCY:	Lake County Area Vocational Center
ADDRESS:	College of Lake County 19351 W. Washington Grayslake, Illinois 50030
PHONE:	(312) 223-6601(ext. 279)
CONTACT:	Jackie Dungan
PROGRAM DESCRIPTION:	An intensive program of vocational training in Air Conditioning/Heating/Refrigeration, Auto Body and Fender Repair, Auto Mechanics, Business Data Processing, Commercial Food Services, Environmental Control, Medical Assisting, Care and Guidance of Children, Graphic Communication, Industrial Electrical Maintenance, Machine Shop, Model Office, Radio and Television Repair, Small Engine and Recreation Vehicle Repair. Participants attend two sessions per day of one of the above areas and completes individualized learning packets.
LENGTH OF PROGRAM:	9 months, open-entry/open-exit.
CREDENTIAL OR CREDIT:	Competency based certification at completion.
FUNDING SOURCE:	II B
PROGRAM ESTABLISHED:	1977
NUMBER OF PARTICIPANTS:	108 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	Ceta eligible, 8th-10th grade.
INSTRUCTORS:	Area Vocational Center staff
LOCATION:	Area Vocational Center
HOW WAS THE PROGRAM ESTABLISHED:	Director of CETA at CLC made linkage with CETA and area vocational center.

WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	Area Vocational Center
WHAT IMPACT DOES CREDIT HAVE:	The credential can be used to proficiency out of courses at a community college.

NAME:	GED
AGENCY:	Lake County Jail and Gateway Houses Foundation
ADDRESS:	College of Lake County 19351 W. Washington Grayslake, Illinois 60030
PHONE:	(312) 223-6601 (ext. 279)
CONTACT:	Jackie Dungan
PROGRAM DESCRIPTION:	G[illegible] training offered at the two centers to r[illegible]idents.
LENGTH OF PROGRAM:	Year around program. Average length = 3-4 months.
CREDENTIAL OR CREDIT:	3 credit hours (General Studies credit) GED if they pass.
FUNDING SOURCE:	II B
PROGRAM ESTABLISHED:	1977
NUMBER OF PARTICIPANTS:	130 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	CETA eligible inmates at the jail or residents in the Gateway rehabilitation center.
INSTRUCTORS:	CLC instructors.
LOCATION:	At the site
HOW WAS THE PROGRAM ESTABLISHED:	The organizations approached CETA and the college to establish a program.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	College of Lake County
WHAT FOLLOW-UP EXISTS:	None from CETA.
WHAT IMPACT DOES CREDIT HAVE:	At Gateway they must participate in program as part of their rehabilitation. The courts respond positively to this program.

NAME:	English as a Second Language
AGENCY:	S.E.R. (Service Employment Redevelopment)
ADDRESS:	College of Lake County 19351 W. Washington Grayslake, Illinois 60030
PHONE:	(312) 223-6601 (ext. 279)
CONTACT:	Jackie Dungan
PROGRAM DESCRIPTION:	Training in the English language and pre-vocational skills plus pre-GED. Participants spend 6 hours a day in class.
LENGTH OF PROGRAM:	Modified open-entry/open-exit. Each cycle runs 4 weeks, expected length - 6 months.
CREDENTIAL OR CREDIT:	General Studies Credit from CLC.
FUNDING SOURCE:	II B
PROGRAM ESTABLISHED:	1977
NUMBER OF PARTICIPANTS:	129 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	CETA eligible, non-English speaking.
INSTRUCTORS:	CLC instructors
LOCATION:	At S.E.R. in Waukegan
HOW WAS THE PROGRAM ESTABLISHED:	CETA and SER came to the college to establish the program.
WHAT PROBLEMS WITH CREDIT:	None, but this type of credit is non-transferable. This is because of the level of the content.
WHO DETERMINES CREDIT:	College of Lake County
WHAT IMPACT DOES CREDIT HAVE:	Anyone who has stayed with the program should have a credential to show for it.

NAME:	English as a Second Language
AGENCY:	Illinois Migrant Council
ADDRESS:	College of Lake County 19351 W. Washington Grayslake, Illinois 60030
PHONE:	(312) 223-6601 (ext. 279)
CONTACT:	Jackie Dungan
PROGRAM DESCRIPTION:	Training in the English language and pre-vocational skills plus pre-GED. Participants spend 6 hours a day in class.
LENGTH OF PROGRAM:	Modified open-entry/open-exit. Each cycle runs 4 weeks, expected length - 6 months.
CREDENTIAL OR CREDIT:	General Studies Credit from CLC.
FUNDING SOURCE:	II B
PROGRAM ESTABLISHED:	1977
NUMBER OF PARTICIPANTS:	61 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	CETA eligible, non-English speaking.
INSTRUCTORS:	CLC instructors
LOCATION:	Illinois Migrant Council
HOW WAS THE PROGRAM ESTABLISHED:	CETA and SER came to the college to establish the program.
WHAT PROBLEMS WITH CREDIT:	None, but this type of credit is non-transferable. This is because of the level of the content.
WHO DETERMINES CREDIT:	College of Lake County
WHAT IMPACT DOES CREDIT HAVE:	Anyone who has stayed with the program should have a credential to show for it.

NAME:	Youth Programs
AGENCY:	Grayslake, North Chicago, Waukegan and Highland Park High Schools.
ADDRESS:	Waukegan CETA 307 Washington Waukegan, Illinois 60055
PHONE:	(312) 249-2200
CONTACT:	Miriam Zeno
PROGRAM DESCRIPTION:	This program consists of hands-on training and career awareness classes and field trips during the summer session.
LENGTH OF PROGRAM:	Summer session (4 weeks)
CREDENTIAL OR CREDIT:	Only at Grayslake High School.
FUNDING SOURCE:	Y.E.T.P. and S.Y.E.P.
PROGRAM ESTABLISHED:	1978
NUMBER OF PARTICIPANTS:	70
DESCRIPTION OF PARTICIPANTS:	CETA eligible youth.
INSTRUCTORS:	Certified teachers
LOCATION:	Area schools
HOW WAS THE PROGRAM ESTABLISHED:	CETA has worked with area high schools to establish youth programs.
WHAT PROBLEMS WITH CREDIT:	Schools did not feel that academic credit was appropriate to this experience.
WHO DETERMINES CREDIT:	School

WHAT FOLLOW-UP EXISTS:	Regular CETA follow-up
WHAT IMPACT DOES CREDIT HAVE:	This would be a good place to study to see if there are noticeable differences in the school where credit is attached to the program.

NAME:	In School Youth Program
AGENCY:	CETA
ADDRESS:	307 Washington Waukegan, Illinois 60055
PHONE:	(312) 249-2200
CONTACT:	Miriam Zeno
PROGRAM DESCRIPTION:	Participants get experience with the world of work in a workshop and work experience.
LENGTH OF PROGRAM:	One year
CREDENTIAL OR CREDIT:	None
FUNDING SOURCE:	Y.E.T.P. and S.Y.E.P.
PROGRAM ESTABLISHED:	1978
NUMBER OF PARTICIPANTS:	75
DESCRIPTION OF PARTICIPANTS:	CETA eligible - in school youth.
INSTRUCTORS:	CETA staff
LOCATION:	CETA office
HOW WAS THE PROGRAM ESTABLISHED:	This program is run through the CETA office and not connected to the schools.
WHAT PROBLEMS WITH CREDIT:	Local high schools have a policy of not offering credit for work or time that is paid.
WHAT FOLLOW-UP EXISTS:	Regular CETA follow-up
WHAT IMPACT DOES CREDIT HAVE:	Not applicable

NAME:	Out of School Youth
AGENCY:	CETA
ADDRESS:	307 Washington Waukegan, Illinois 60055
PHONE:	(312) 249-2200
CONTACT:	Vicki Gordon
PROGRAM DESCRIPTION:	Training is offered in cosmetology, clerical, alternative school GED and computers (for the handicapped).
LENGTH OF PROGRAM:	The length varies up to 6 months.
CREDENTIAL OR CREDIT:	Licensing and certificates of completion.
FUNDING SOURCE:	II B, C and DAVTE.
PROGRAM ESTABLISHED:	1975
NUMBER OF PARTICIPANTS:	104 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	CETA eligible, out of school youth, depending on training they may need to pass exams or have GED.
LOCATION:	At various proprietary schools.
HOW WAS THE PROGRAM ESTABLISHED:	Ceta worked with schools to establish the program.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	The schools
WHAT FOLLOW-UP EXISTS:	Regular CETA follow-up.
WHAT IMPACT DOES CREDIT HAVE:	The credential legitemizes the training for employers. Credit or credential shows competency.

GENERAL SUMMARY

DOES CREDIT MATTER? The major goal in all programs is placement; however, the Lake County people recognize that some credential or credit is necessary to validate the training for employers. They feel that offering credit helps verify that the individual has accomplished something meaningful.

WHERE YOU DON'T HAVE CREDIT, WHY? Some difficulty has been experienced in establishing credit with area high schools. They are concerned that the content of the CETA training programs does not meet appropriate guidelines and standards for academic credit.

COMMENT: Lake County CETA has an active program of training much of which is run through the College of Lake County. As a result, many programs receive some form of credit. Distinction needs to be made between academic credit and non-degree credit such as general studies credit, GED credit, or career credit. Personnel in this area believe that non-transferable credit is a viable credential with both the CETA participant and the employer. The relationship with the area high schools is less successful in terms of getting credit for training programs. High school administrators are concerned about school accreditation and have established guidelines relating to content and time frame that much of the CETA youth training doesn't meet.

Some effort is made to establish credit for prior learning through S.E.R., Illinois Migrant Council, and College of Lake County.

Macon County CETA Office

DEMOGRAPHIC DATA

CETA AGENCY:	Macon County CETA
ADDRESS:	1450 East North Street Decatur, Illinois 62521
PHONE:	(217) 424-1350
DIRECTOR:	John Roark
CONTACT PERSON:	John Roark
AREA COVERED:	Macon County
DESCRIPTION:	The city of Decatur and rural areas of the county make up the region
CETA GOVERNING AGENCY:	Macon County Board
POPULATION:	134,000
NUMBER SERVED FY 1981:	6,200
MAJOR EMPLOYMENT SOURCES:	Industry, business and agriculture.
EDUCATIONAL AGENCIES:	Public schools, Richland Community College, Millikin University, area vocational center, and various proprietary schools. In addition, Sangamon State operates an extension center in Decatur.

PROGRAMS

Macon County CETA Office operates the following programs:

NAME:	WECEP
AGENCY:	Decatur Public School #61
ADDRESS:	101 West Cerro Gando Decatur, Illinois 62523
PHONE:	(217) 424-3014
CONTACT:	Jim Oettel
PROGRAM DESCRIPTION:	This is a program of work experience and career education. They must attend school to be eligible to work after school.
LENGTH OF PROGRAM:	One year.
CREDENTIAL OR CREDIT:	Academic credit
FUNDING SOURCE:	DAVTE
PROGRAM ESTABLISHED:	1976
NUMBER OF PARTICIPANTS:	(FY 1981) 113
DESCRIPTION OF PARTICIPANTS:	14 and 15 year old youth, CETA eligible.
INSTRUCTORS:	District faculty
LOCATION:	School and work sites.
HOW WAS THE PROGRAM ESTABLISHED:	School district staff members on CETA Board found out what programs could be run through the district.
WHAT PROBLEMS WITH CREDIT:	None.
WHO DETERMINES CREDIT:	School.
WHAT FOLLOW UP EXISTS:	School records.
WHAT IMPACT DOES CREDIT HAVE:	Credit provides an incentive.

NAME:	Summer Programs
AGENCY:	School District #61
ADDRESS:	101 West Cerro Gando Decatur, Illinois 62523
PHONE:	(217) 424-3014
CONTACT:	Ruth Cartwright, Jim Oettel
PROGRAM DESCRIPTION:	Several programs are available to CETA youth that combine basic skills training with work experience or career training students attend classes in the morning and either work in the afternoons or explore careers at the vocational center. They have the opportunity to learn and practice skills in business, electricity, small engines, welding, cabinet making, and architectural construction.
LENGTH OF PROGRAM:	
CREDENTIAL OR CREDIT:	None
FUNDING SOURCE:	S.Y.E.P.
PROGRAM ESTABLISHED:	1976
NUMBER OF PARTICIPANTS:	140
DESCRIPTION OF PARTICIPANTS:	CETA eligible youth.
INSTRUCTORS:	High school and area vocational center
LOCATION:	Schools and area vocational center.
HOW WAS THE PROGRAM ESTABLISHED:	School staff member knew about CETA funds because they were a member of CETA Board.
WHAT PROBLEMS WITH CREDIT:	School district has a policy of not offering both credit and pay.
WHO DETERMINES CREDIT:	School district

WHAT FOLLOW UP EXISTS:	Regular school records.
WHAT IMPACT DOES CREDIT HAVE:	Not appropriate.

NAME:	Secretarial Training
AGENCY:	School District #61
ADDRESS:	101 West Cerro Grando Decatur, Illinois 62523
PHONE:	(217) 424-3014
CONTACT:	Jim Oettel
PROGRAM DESCRIPTION:	Participants receive training in basic secretarial skills plus work experience in one of the district schools.
LENGTH OF PROGRAM:	One year.
CREDENTIAL OR CREDIT:	None.
FUNDING SOURCE:	Title II B
PROGRAM ESTABLISHED:	1976
NUMBER OF PARTICIPANTS:	20
DESCRIPTION OF PARTICIPANTS:	Displaced homemakers.
INSTRUCTORS:	
LOCATION:	Area vocational center.
HOW WAS THE PROGRAM ESTABLISHED:	
WHAT PROBLEMS WITH CREDIT:	It was not considered appropriate to offer credit for this program. This isn't a regular school program.
WHO DETERMINES CREDIT:	School district.
WHAT FOLLOW UP EXISTS:	Regular CETA follow up.
WHAT IMPACT DOES CREDIT HAVE:	Placement in permanent jobs has been very good even though no credit is offered.

NAME:	Futures Unlimited
AGENCY:	Alternative School
ADDRESS:	134 South Main Street Decatur, Illinois 62523
PHONE:	(217) 422-1224
CONTACT:	Mary Atkins
PROGRAM DESCRIPTION:	This program is for drop outs who wish to complete regular courses so they can finish high school. They attend classes for three hours per day. They also have work experience or observation of work for which they receive no pay or credit. Decatur students only get credit if they return to school.
LENGTH OF PROGRAM:	Unlimited.
CREDENTIAL OR CREDIT:	Sixty hours classroom work = 1/2 credit.
FUNDING SOURCE:	
PROGRAM ESTABLISHED:	1977
NUMBER OF PARTICIPANTS:	(FY 1981) 25
DESCRIPTION OF PARTICIPANTS:	Out-of-school youth, CETA eligible.
INSTRUCTORS:	Certified teachers
LOCATION:	134 South Main Street, Decatur, Illinois
HOW WAS THE PROGRAM ESTABLISHED:	
WHAT PROBLEMS WITH CREDIT:	Some schools view the program as competition and are reluctant to participate.
WHO DETERMINES CREDIT:	Alternative school determines credit, but the home district awards the diploma.

WHAT FOLLOW UP EXISTS:	Good follow up on those who return to school.
WHAT IMPACT DOES CREDIT HAVE:	Most students don't want to return to traditional school, so the credit issue is a problem. Those who want to graduate must return to high school and this is difficult for students who previously didn't make it in school. This is a place where they can be successful.

In addition Macon County has a special grant to explore programs of training in five areas: alternative school, GED, entry employment competency, job-search, and an attitudes/motivation program. Model programs were to be established in Macon County which could be studied by Educational Service Region Superintendents and CETA staff from a seventeen county consortium. These programs operate directly under CETA or by sub-contracts, but certification at the completion of the course is done with the approval of the CETA, the Educational Service Region, and the P.I.C. Academic credit is not offered for this training, but a competency based certificate is issued. In order to do this it was necessary to establish a list of basic competencies to be covered in each training course and a method to measure performance. This competency based certificate is expected to make CETA training programs meaningful to employers.

GENERAL SUMMARY

DOES CREDIT MATTER:	Some kind of credential matters, but not necessarily academic credit. The most effective credential is competency based, indicating what skills and techniques the participant has mastered. This kind of credential makes the training program meaningful to the employer.
WHERE YOU DON'T HAVE CREDIT, WHY:	Because academic credit wouldn't apply to a certificate or diploma which would certify the participants competency. By itself credit isn't valuable.
COMMENTS:	Macon County is working diligently at establishing some kind of certificate for every training program. They view the importance of credit or credentialing in terms of its impact to employers. Competency based credentialing requires the identification of basic skills necessary to each training area, and the establishment of objective measures for these skills. Macon County CETA works with the Educational Service Region and the PIC in establishing these competencies. Their relationship with area schools is good, but some concern exists that CETA students may be encouraged to drop out of regular school if the alternative CETA supported programs look too easy. CETA personnel have worked to relieve this concern and a cooperative relationship exists with Decatur public schools.

Madison County Consortium for CETA

DEMOGRAPHIC DATA

CETA AGENCY:	Madison County Consortium for CETA
ADDRESS:	200 Hillsboro Avenue Edwardsville, Illinois 62025
PHONE:	(618) 692-4322
DIRECTOR:	Dan Churovich
CONTACT PERSON:	Debra Chamness
AREA COVERED:	Madison and Bond Counties
DESCRIPTION:	The area includes Edwardsville, Granite City, Alton, and other small towns. There is some rural area in Eastern Madison County and all of Bond County.
CETA GOVERNING AGENCY:	Madison County Board
POPULATION:	263,895
NUMBER SERVED FY 1981	4,000
MAJOR EMPLOYMENT SOURCES:	Heavy industry, agriculture, business.
EDUCATIONAL	Public schools, Southern Illinois University, Lewis and Clark Community College, Greenville College, Venice Lincoln Tech Center, proprietary schools.

PROGRAMS

Madison Consortium for CETA operates the following programs:

NAME:	Computer Programming and Technology
AGENCY:	Control Data Institute
ADDRESS:	3694 West Pine Boulevard St. Louis, Missouri
PHONE:	(314) 534-8181
CONTACT:	Pat Bishop
PROGRAM DESCRIPTION:	The students take classes to learn computer programming - they are competent in assembler, RPG, COBOL, and Fortran languages.
LENGTH OF PROGRAM:	27 weeks
CREDENTIAL OR CREDIT:	Certificate of Completion. Control Data has agreement with several colleges for transfer of credit for work done in computer classes.
FUNDING SOURCE:	Title II B
PROGRAM ESTABLISHED:	1978
NUMBER OF PARTICIPANTS:	50 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	CETA eligible, pass entrance exam, attain an acceptable reading and math level, GED or diploma.
INSTRUCTORS:	Staff
LOCATION:	School
HOW WAS THE PROGRAM ESTABLISHED:	CETA people looked at several vendors for this service. Selected Control Data Institute.
WHAT PROBLEMS WITH CREDIT:	None
WHAT FOLLOW UP EXISTS:	Placement.

WHAT IMPACT DOES CREDIT HAVE:

Demand for technology here isn't great, but they are employable outside the area. Need more work to be programmers.

NAME:	GED/Remedial
AGENCY:	1) Belleville Area College 2500 Carlyle Road Belleville, Illinois (618) 398-0759 2) Lewis and Clark Godfrey, Illinois (618) 466-3411 3) Venice Lincoln Tech South 4th Street Venice, Illinois (618) 874-7792 4) Control Data Institute 3694 West Pine Blvd St. Louis, Missouri (314) 534-8181
CONTACT:	1) Mary Brady 2) Karen Woods 3) Nancy Hess 4) Pat Bishop
PROGRAM DESCRIPTION:	Classes preparatory for GED. Some lab/study time. Some computer aided instruction. 4-5 hours/day, 5 days/week.
LENGTH OF PROGRAM:	Approximately 4 months
CREDENTIAL OR CREDIT:	GED
FUNDING SOURCE:	Title II B and D
PROGRAM ESTABLISHED:	1979 (Control Data Institute) (Belleville Area College) Others 1975
NUMBER OF PARTICIPANTS:	100 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	CETA eligible
INSTRUCTORS:	Staffs of schools
LOCATION:	Schools
HOW WAS THE PROGRAM ESTABLISHED:	The need was recognized by CETA personnel. They approached institutions. Control Data Institute approached CETA.
WHAT PROBLEMS WITH CREDIT:	None.
WHO DETERMINES CREDIT:	Local Education Agency

WHAT FOLLOW-UP EXISTS: Record of completion, retesting at CETA.

WHAT IMPACT DOES CREDIT HAVE: Provides a building block on which to build a good training program for employability.

NAME: Work Experience

AGENCY:

1) Alton CUD II
1854 E. Broadway
Alton, Illinois
(618) 463-2121

2) E. Alton Wood-River
777 Wood River Ave.
Wood River, Illinois
(618) 254-3151

3) Edwardsville
708 S. Louis St.
Edwardsville, Illinois
(618) 656-1182

4) Granite City
20th and Adams
Granite City, Illinois
(618) 876-6600

CONTACT: 1) Homer Vowels, 2) Clint Evans, 3) Charles Finley, 4) Don Shaffner

PROGRAM DESCRIPTION: Special Ed, Coop, Office occupations programs which are part of school program. 1/2 day school and 2 - 3 hours work experience.

LENGTH OF PROGRAM: One year

CREDENTIAL OR CREDIT: Regular credit for classes. One credit for work experience and career education.

FUNDING SOURCE: YETP and II B

PROGRAM ESTABLISHED: 1978

NUMBER OF PARTICIPANTS: 52 (FY 1981)

DESCRIPTION OF PARTICIPANTS: In school youth, CETA eligible. 16-18 years old.

INSTRUCTORS: School faculty

LOCATION: School

HOW WAS THE PROGRAM ESTABLISHED: CETA contacted schools (counselors and teachers) to establish program. Schools had been working with employment and training people all along. Originally with summer programs.

WHAT PROBLEMS WITH CREDIT: None, because the schools had coop programs already established, but if student was simply in work-experience, not coop program, no credit was given.

WHAT FOLLOW-UP EXISTS: None

WHAT IMPACT DOES CREDIT HAVE: It is an incentive to stay on the job. Benefit of being in the program with credit is that they took the training more seriously.

NAME:	Alternative Education
AGENCY:	Highland School District
ADDRESS:	1800 Lindenthal Highland, Illinois 62249
PHONE:	(618) 654-2106
CONTACT:	Robert Freeman
PROGRAM DESCRIPTION:	Alternative Education for those having difficulty with basic classes - up to 3 classes. Had evening class for which they were paid stipend.
LENGTH OF PROGRAM:	4 1/2 months
CREDENTIAL OR CREDIT:	Academic credit as with regular class.
FUNDING SOURCE:	Education - CETA Linkage Program
PROGRAM ESTABLISHED:	1981
NUMBER OF PARTICIPANTS:	9 (Had difficulty finding CETA eligibles) in school youth.
INSTRUCTORS:	School faculty
LOCATION:	School
HOW WAS THE PROGRAM ESTABLISHED:	School personnel came to CETA.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	Local Education Agency
WHAT FOLLOW-UP EXISTS:	None
WHAT IMPACT DOES CREDIT HAVE:	Helped keep kids from dropping out.

NAME:	Cosmetology Program
AGENCY:	Granite City CUD # 9
ADDRESS:	20th and Adams Granite City, Illinois
PHONE:	(618) 876-6600
CONTACT:	Don Shaffner
PROGRAM DESCRIPTION:	Students go to Beauty school as part of high school program.
LENGTH OF PROGRAM:	9 weeks
CREDENTIAL OR CREDIT:	Regular academic credit.
FUNDING SOURCE:	YETP
PROGRAM ESTABLISHED:	1981
NUMBER OF PARTICIPANTS:	6
DESCRIPTION OF PARTICIPANTS:	Handicapped, in-school youth.
HOW WAS THE PROGRAM ESTABLISHED:	High School people contacted CETA.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	LEA
WHAT FOLLOW-UP EXISTS:	None
WHAT IMPACT DOES CREDIT HAVE:	Expanded curriculum to meet their needs.

NAME: Secretarial Training

AGENCY: 1) Professional Business School
915 Olive St. Suite 400
St. Louis, Missouri
(314) 231-5266

2) Lewis & Clark
Godfrey, Illinois
(618) 466-3411

3) Granite City Steel
20th and State St.
Granite City, Illinois

CONTACT: 1) Richard Gans, 2) Richard Patterson, 3) Byron Heape

PROGRAM DESCRIPTION: Classes are held to develop or improve general secretarial skills.

LENGTH OF PROGRAM: 5-6 months (4 to 5 hours a day) open entry - open exit at Lewis & Clark.

CREDENTIAL OR CREDIT: No academic credit(except at Lewis and Clark), certificate of completion.

FUNDING SOURCE: II B and VII

PROGRAM ESTABLISHED: 1979 (Granite City),1980 (PBS),1979 (Lewis & Clark),1977 (Miss Vanderschmidt).

NUMBER OF PARTICIPANTS: 100 + (FY 1981)

DESCRIPTION OF PARTICIPANTS: 18+ age, CETA eligible, pass school criteria, pass agency screening test, GED or equivalent.

INSTRUCTORS: School faculty members

LOCATION: School

HOW WAS THE PROGRAM ESTABLISHED: Private venders contacted CETA.Public schools had already established working relations prior to the inception of the program.

WHAT PROBLEMS WITH CREDIT: None

NAME:	Dental Assistant and Doctor Assistant
AGENCY:	Missouri School
ADDRESS:	10121 Manchester Road St. Louis, Missouri
PHONE:	(314) 821-7700
CONTACT:	Ellie Grosshaus and Candy Stuckenschneider
PROGRAM DESCRIPTION:	Classes to become medical or dental assistants plus 6 months experience (not CETA underwritten).
LENGTH OF PROGRAM:	29 weeks
CREDENTIAL OR CREDIT:	Certificate for class work. After experience, license.
FUNDING SOURCE:	II B
PROGRAM ESTABLISHED:	1979
NUMBER OF PARTICIPANTS:	25 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	CETA eligible, GED or diploma, reading and math level, pass school requirements.
HOW WAS THE PROGRAM ESTABLISHED:	The school approached CETA.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	School
WHAT FOLLOW-UP EXISTS:	Job placement
WHAT IMPACT DOES CREDIT HAVE:	They are more employable with the certificate.

NAME:	Welding and Machine Shop
AGENCY:	Venice Lincoln Tech (part of District 3, Venice, Illinois)
ADDRESS:	South 4th Street Venice, Illinois
PHONE:	(618) 874-7792
CONTACT:	Nancy Hess
PROGRAM DESCRIPTION:	Classes in building or machine shop.
LENGTH OF PROGRAM:	Open entry - open exit. 6 months and 9 months.
CREDENTIAL OR CREDIT:	Certificate listing proficiencies
FUNDING SOURCE:	II B
PROGRAM ESTABLISHED:	1975
NUMBER OF PARTICIPANTS:	41 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	Out of school youth
INSTRUCTORS:	School faculty
HOW WAS THE PROGRAM ESTABLISHED:	Connections already existed between Lincoln Tech and CETA.
WHAT PROBLEMS WITH CREDIT:	If person doesn't have GED, they can get high school credit, but CETA doesn't usually send non-GED students.
WHO DETERMINES CREDIT:	LEA
WHAT FOLLOW-UP EXISTS:	Regular CETA follow-up
WHAT IMPACT DOES CREDIT HAVE:	They are ready for entry-level positions in welding and machine shop.

NAME:	Licensed Practical Nurse
AGENCY:	Olin Vocational School
ADDRESS:	4200 Humbert Alton, Illinois
PHONE:	(618) 463-2092
CONTACT:	Dorothy Scifres
PROGRAM DESCRIPTION:	Attend classes 8 hours a day, with hospital site work experience during the year.
LENGTH OF PROGRAM:	One year.
CREDENTIAL OR CREDIT:	L.P.N.
FUNDING SOURCE:	II B
PROGRAM ESTABLISHED:	1976
NUMBER OF PARTICIPANTS:	17 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	Must be 18 or over, pass entry-test, have high school diploma or GED, must pass CETA screening.
INSTRUCTORS:	Staff of Olin Vocational School
LOCATION:	School and hospital
HOW WAS THE PROGRAM ESTABLISHED:	School personnel approached CETA.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	School
WHAT FOLLOW-UP EXISTS:	Job Placement
WHAT IMPACT DOES CREDIT HAVE:	They are more employable with the credential.

NAME:	Licensed Practical Nurse
AGENCY:	E. St. Louis - District 189
ADDRESS:	700 Bond E. St. Louis, Illinois 62201
PHONE:	(618) 875-8850
CONTACT:	Shirley Spronitis
PROGRAM DESCRIPTION:	Attend classes and work at a hospital
LENGTH OF PROGRAM:	One year.
CREDENTIAL OR CREDIT:	L.P.N.
FUNDING SOURCE:	II B
INSTRUCTORS:	School Faculty
LOCATION:	School and hospital.
HOW WAS THE PROGRAM ESTABLISHED:	Because more people were eligible than could attend the Olin Vocational School, CETA sought a second program for L.P.N.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	Local Education Agency
WHAT FOLLOW-UP EXISTS:	Job Placement
WHAT IMPACT DOES CREDIT HAVE:	They are employable with the credential.

NAME:	Laboratory Tech
AGENCY:	Gradwohl School
ADDRESS:	3514 Lucas Ave. St. Louis, Missouri
PHONE:	(314) 533-9250
CONTACT:	Jan Schmidt
PROGRAM DESCRIPTION:	Class work for lab tech is completed through this program. They need work experience to be certified as Lab Technician.
LENGTH OF PROGRAM:	One year.
CREDENTIAL OR CREDIT:	Credit is given that should transfer to Community College.
FUNDING SOURCE:	II B
NUMBER OF PARTICIPANTS:	8 (FY 1981)
INSTRUCTORS:	School faculty
LOCATION:	School
HOW WAS THE PROGRAM ESTABLISHED:	School personnel approached CETA.
WHAT PROBLEMS WITH CREDIT:	Student doesn't come out as Certified Lab Technician.
WHO DETERMINES CREDIT:	School
WHAT FOLLOW-UP EXISTS:	Placement
WHAT IMPACT DOES CREDIT HAVE:	Lack of certification means they aren't as marketable. Hospitals tend to hire people who have the work experience in addition to the class work.

PROGRAMS

NAME:	GED, Welding, Business Classes, Machine Shop, Nurses Aide, Auto Mechanic.
AGENCY:	Venice Lincoln Tech
ADDRESS:	South Fourth Street Venice, Illinois 62090
PHONE:	(618) 877-9200
CONTACT:	Nancy Hess
PROGRAM DESCRIPTION:	Can take GED and vocational, or straight vocational or straight GED. Also classes in work readiness.
LENGTH OF PROGRAM:	Open-entry, open-exit, up to one year.
CREDENTIAL OR CREDIT:	Credit can be obtained if they ask. Certificate with proficiencies.
FUNDING SOURCE:	II B
PROGRAM ESTABLISHED:	1979
NUMBER OF PARTICIPANTS:	FY 1981 - 32
DESCRIPTION OF PARTICIPANTS:	In school or out of school youth, CETA eligible.
INSTRUCTORS:	Staff of school
LOCATION:	School
HOW WAS THE PROGRAM ESTABLISHED:	CETA recognized need because of client request and came to school.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	LEA
WHAT IMPACT DOES CREDIT HAVE:	GED is frequently looked upon more favorably by employers than diploma.

NAME:	Auto Diesel and Drafting
AGENCY:	Bailey Technical
ADDRESS:	3750 Lindell Blvd. St. Louis, Missouri
PHONE:	(314) 583-8700
PROGRAM DESCRIPTION:	Classes in Auto Diesel or Drafting (4 hours a day/5 days a week).
LENGTH OF PROGRAM:	Auto Diesel - 60 weeks, Drafting - 54 weeks
CREDENTIAL OR CREDIT:	Credit for drafting is transferable to Community College. Certificate of Completion.
FUNDING SOURCE:	II B and 6%
PROGRAM ESTABLISHED:	1976
NUMBER OF PARTICIPANTS:	40 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	CETA eligible, GED or in GED program, must have GED before completion, reading and math levels.
LOCATION:	School
HOW WAS THE PROGRAM ESTABLISHED:	Bailey Tech approached CETA. Auto mechanics are in high demand.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	School
WHAT FOLLOW-UP EXISTS:	Placement
WHAT IMPACT DOES CREDIT HAVE:	Very little impact in terms of employability. Turnover rate in program is high (1 out of 3 don't complete).

NAME:	Barber Training
AGENCY:	Belleville Barber College
ADDRESS:	329 N. Illinois Belleville, Illinois
PHONE:	(618) 234-4424
CONTACT:	Cornelius Boeuing
PROGRAM DESCRIPTION:	Attend classes to become a barber. 40 hours/ week.
LENGTH OF PROGRAM:	One year.
CREDENTIAL OR CREDIT:	Licensing
FUNDING SOURCE:	II B
PROGRAM ESTABLISHED:	1976
NUMBER OF PARTICIPANTS:	10 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	CETA eligible, GED
INSTRUCTORS:	School faculty
LOCATION:	School
HOW WAS THE PROGRAM ESTABLISHED:	School people approached CETA.
WHAT PROBLEMS WITH CREDIT:	Not applicable
WHO DETERMINES CREDIT:	Not applicable
WHAT FOLLOW-UP EXISTS:	Placement
WHAT IMPACT DOES CREDIT HAVE:	Affects employability positively.

NAME:	Accounting - Data Entry
AGENCY:	Lewis and Clark
ADDRESS:	Godfrey, Illinois
PHONE:	(618) 466-3411
CONTACT:	Richard Patterson
PROGRAM DESCRIPTION:	Participants attend classes that are similar to regular accounting and data-entry. Students spend 30 hours per week of classes and business oriented labs.
LENGTH OF PROGRAM:	One year (accounting), one semester (data-entry)
CREDENTIAL OR CREDIT:	Accounting 1 and 2, data processing, modern business, business communication, and business law, etc. - transfer credit. Other classes receive non-transferable credit, certificate of proficiency.
FUNDING SOURCE:	Title II B
PROGRAM ESTABLISHED:	1979
NUMBER OF PARTICIPANTS:	12 (9 completed) (FY 1981)
DESCRIPTION OF PARTICIPANTS:	CETA eligible, GED or diploma
INSTRUCTORS:	College staff
LOCATION:	College
HOW WAS THE PROGRAM ESTABLISHED:	CETA came to the college, after the secretarial program was a success. This program was established.
WHAT PROBLEMS WITH CREDIT:	None.
WHO DETERMINES CREDIT:	College under ICCB rules.
WHAT FOLLOW UP EXISTS:	Standard CETA follow up

WHAT IMPACT DOES CREDIT HAVE:

Motivational force. Helps them set long-term goals. They are conscious of receiving something for their work.

GENERAL SUMMARY

DOES CREDIT MATTER? Yes, it gives them something to work toward that they are recognized for. It's an incentive to stay on the job. Makes it more serious. Student needs something that shows the employer what they have achieved. No, many of the participants don't have interest in credit; only in getting a job. Certification is important to them.

HOW ARE CETA STUDENTS DIFFERENT? They are more dependent; don't believe in their own ability to work out problems. They are more hooked into the time element. Many times are a lot more serious. Usually they will finish. Especially those 25 and older.

COMMENTS: The most significant factor noted at the on-site visit to Madison County Consortium was the high standards for acceptance into CETA training programs. Most programs require a GED or diploma and high reading and math levels. The participant population for the most part meets these requirements. As a result, many of the training programs carry credit or some other credential.

Another significant issue is that the CETA staff only works with one year training programs. The expectation is that the individual can be prepared effectively in one year for employment and can then undertake further education/training on their own. They have found that the drop-out rate is very high for training programs lasting more than one year.

A notable example of credentialed training is provided by Control Data Institute which provides introductory computer training for CETA participants. CBI has articulated agreements with several St. Louis area colleges to accept transfer credit for computer training they have provided. This allows a participant to train for a job and go on to college or advanced training without having to repeat basic courses. What is significant, is that CDI,as a proprietary school, has been able to establish this linkage with educational institutions.

Basically, the CETA staff said that CETA approaches public educational institutions to establish programs, but the private vendors come to CETA.

Peoria Consortium for CETA

DEMOGRAPHIC DATA

CETA AGENCY:	Peoria Consortium for CETA
ADDRESS:	613 North East Jefferson Peoria, Illinois 61603
PHONE:	(309) 672-8513
DIRECTOR:	O. Merrill Boggs
CONTACT PERSON:	Jerry Hawksworth
AREA COVERED:	Peoria City and County
DESCRIPTION:	The area is primarily urban with rural areas in the county.
CETA GOVERNING AGENCY:	City Council of Peoria
POPULATION:	200,000+
NUMBER SERVED FY 1981:	900
MAJOR EMPLOYMENT SOURCES:	Major sources of employment include heavy industry, primarily Caterpiller. In addition, there are small factories, and business (banking and clerical).
EDUCATIONAL AGENCIES:	In the area there are public schools, Illinois Community College, Bradley University, proprietary schools, Mid-State College, and Pekin Vocational Center, which is located in Tazewell County, but also serves the Peoria area.

PROGRAMS

Peoria Consortium for CETA operates the following programs:

NAME:	One Year Certificate Program
AGENCY:	Illinois Central College
ADDRESS:	330 Adams Peoria, Illinois 61603
PHONE:	(309) 674-5636
CONTACT:	Cindy Rossett (at the CETA office)
PROGRAM DESCRIPTION:	Students attend up to one year of classes to receive a certificate in one of the following areas: health occupations, clerical, machinist, and accounting.
LENGTH OF PROGRAM:	Approximately one year.
CREDENTIAL OR CREDIT:	Community College credit and a certificate of completion.
FUNDING SOURCE:	II B
PROGRAM ESTABLISHED:	1974
NUMBER OF PARTICIPANTS:	300 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	Adult, CETA eligible.
INSTRUCTORS:	Illinois Central College faculty
LOCATION:	Both main and downtown Illinois Central College campuses.
HOW WAS THE PROGRAM ESTABLISHED:	Through cooperative efforts of CETA and Illinois Community College personnel.
WHAT PROBLEMS WITH CREDIT:	None, because these programs were already part of Illinois Community College curriculum.
WHO DETERMINES CREDIT:	Illinois Community College, using Community College policies.

WHAT FOLLOW-UP EXISTS:	Participants go into a job seeking skills program or employment. 3-6-9 month follow-up.
WHAT IMPACT DOES CREDIT HAVE:	It is important for those who want to stay in school. Those most in need don't care, they only want a job. CETA personnel don't think employers care about credit, but rather that the applicant has done something for a year.

NAME:	Class-size Training
AGENCY:	Illinois Central College
ADDRESS:	Downtown Service Center 330 Adams Street Peoria, Illinois 61603
PHONE:	(309) 674-5636
CONTACT:	Dorothy Cornish
PROGRAM DESCRIPTION:	GED, Clerical Upgrade, Shorthand;(CETA will be developing more courses with Illinois Central College).
LENGTH OF PROGRAM:	3 months - 6 months (10 hours per week).
CREDENTIAL OR CREDIT:	In clerical areas, certificate or credit; GED certificate.
FUNDING SOURCE:	PSE (in future, II B)
PROGRAM ESTABLISHED:	Program was run in 1979-80.
NUMBER OF PARTICIPANTS:	200 (FY 1980)
DESCRIPTION OF PARTICIPANTS:	Adult, CETA eligible.
INSTRUCTORS:	Illinois Central Community College faculty
LOCATION:	Downtown Service Center, Illinois Community College.
HOW WAS THE PROGRAM ESTABLISHED:	The Public Service employment coordinator of CETA worked with Illinois Community College personnel to set up classes.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	Illinois Community College, using Community College policies and comparable classes already in existance.

WHAT FOLLOW-UP EXISTS:	3-6-9 month follow-up.
WHAT IMPACT DOES CREDIT HAVE:	It is important to get a GED for employability. Also, the credit serves as a motivator to stay in school.

NAME:	GED/ESL (attached to Peoria School District 150)
AGENCY:	Adult Education Center (funded through state; takes public aid people).
ADDRESS:	McKinley School Peoria, Illinois
PHONE:	(309) 672-6702
CONTACT:	Dickson Young
PROGRAM DESCRIPTION:	Primarily GED, clerical, graphic arts, etc. ESL.
LENGTH OF PROGRAM:	Open-entry, open-exit.
CREDENTIAL OR CREDIT:	None, certificate of completion (accounting), certificate of performance.
FUNDING SOURCE:	II B for stipend (no tuition).
PROGRAM ESTABLISHED:	1977
NUMBER OF PARTICIPANTS:	75 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	CETA eligibles, public aid recipients, adult.
INSTRUCTORS:	Adult Education Center faculty
LOCATION:	McKinley School
HOW WAS THE PROGRAM ESTABLISHED:	Program for GED was already established at the Adult Education Center. CETA people needing GED were sent there.
WHAT PROBLEMS WITH CREDIT:	This program shouldn't be in competition with other educational agencies who do give credit. School district worries that the program will be an encouragement to drop-out of school if credit is offered.
WHAT FOLLOW-UP EXISTS:	3-6-9 month follow-up.
WHAT IMPACT DOES CREDIT HAVE:	Employers may be interested in certificate of performance if it is recent.

NAME:	Cosmetology
AGENCY:	Oehrlien's School of Cosmetology
ADDRESS:	East Peoria, Illinois
PHONE:	(309) 699-1561
CONTACT:	Pat Oehrlien
PROGRAM DESCRIPTION:	Classes toward state licensing in Cosmetology.
LENGTH OF PROGRAM:	10 months (1200 contact hours required for state board).
CREDENTIAL OR CREDIT:	At completion, students take the state board exam for licensing.
FUNDING SOURCE:	II B, C
PROGRAM ESTABLISHED:	1978
NUMBER OF PARTICIPANTS:	8 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	CETA eligible, 8th grade completion required.
INSTRUCTORS:	Staff of Cosmetology School.
HOW WAS THE PROGRAM ESTABLISHED:	Replaced existing course with another school which was not working well.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	Not applicable
WHAT FOLLOW-UP EXISTS:	3-6-9 months
WHAT IMPACT DOES CREDIT HAVE:	Good program, gives entry to job market.
COMMENTS:	A very expensive training program for CETA. Roughly $7,000.00 per client.

NAME:	Out-of-School Program
AGENCY:	Urban League (Sub-contract with Illinois Central College).
ADDRESS:	317 S. MacArthur Peoria, Illinois 61605
PHONE:	(309) 673-5158
CONTACT:	Peggy Murphy
PROGRAM DESCRIPTION:	Students take GED preparatory class - 10 hours a week plus work experience - 30 hours a week.
LENGTH OF PROGRAM:	16 weeks
CREDENTIAL OR CREDIT:	GED credit from Illinois Central College for classwork, none for work experience.
FUNDING SOURCE:	Y.E.T.P.
PROGRAM ESTABLISHED:	1977
NUMBER OF PARTICIPANTS:	25 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	16-21, out-of-school (drop-out).
INSTRUCTORS:	Illinois Central College faculty
LOCATION:	Urban League and work sites at not-for-profit and government agencies.
HOW WAS THE PROGRAM ESTABLISHED:	This program was initiated at time Y.E.T.P. originated. CETA recognized the need for an out-of-school youth program. Relationship with Illinois Central College already existed.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	Illinois Central College
WHAT FOLLOW-UP EXISTS:	Informal follow-up in addition to 3-6-9 month follow-up.

WHAT IMPACT DOES CREDIT HAVE:	Difficult to tell, but students seemed not to care about it. The credit doesn't go anywhere unless you go on to school, however, the GED is extremely important to the students.

NAME:	In-School Program/Cooperative Work Study
AGENCY:	Urban League
ADDRESS:	317 S. MacArthur Peoria, Illinois 61605
PHONE:	(309) 673-5158
CONTACT:	Peggy Murphy
PROGRAM DESCRIPTION:	Work experience - Counselor is provided by Urban League. Students attend regular school half-day, and do a half-day of cooperative work. The Urban League may find jobs for them 15 hours per week.
LENGTH OF PROGRAM:	No time limit.
CREDENTIAL OR CREDIT:	1 1/2 credit per semester for work experience from local educational agency.
FUNDING SOURCE:	II B, Y.E.T.P.
PROGRAM ESTABLISHED:	1974
NUMBER OF PARTICIPANTS:	60 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	Must be in school; 14-21 years old, CETA eligible. (lots of handicapped)
INSTRUCTORS:	High school personnel.
LOCATION:	High school and work site.
HOW WAS THE PROGRAM ESTABLISHED:	Contracts had existed between Urban League and D.O.L. before CETA. Transition was natural. No formal linkage exists with the school district. Informally the Urban League works with lower level school officials such as counselors.
WHAT PROBLEMS WITH CREDIT:	School district top personnel don't like CETA, and are unwilling to work with them. School officials don't see any advantage for them in working with CETA.

WHAT FOLLOW-UP EXISTS:	3-6-9 month follow-up
WHAT IMPACT DOES CREDIT HAVE:	Students stay with program because they need the job and the credit helps them graduate.

NAME:	Summer Youth Program
AGENCY:	Urban League
ADDRESS:	317 S. MacArthur Peoria, Illinois 61605
PHONE:	(309) 673-5158
CONTACT:	Peggy Murphy
PROGRAM DESCRIPTION:	Students attend regular summer school (remedial). Tuition and a stipend are paid by CETA. In addition, 15 hours a week they work a job in a not for profit agency.
LENGTH OF PROGRAM:	8 weeks (5 weeks are summer school)
CREDENTIAL OR CREDIT:	Class credit, no credit for work experience.
FUNDING SOURCE:	S.Y.E.P.
PROGRAM ESTABLISHED:	This program has existed for 16 years (6 years with CETA program).
NUMBER OF PARTICIPANTS:	50 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	14-21, CETA eligible.
INSTRUCTORS:	District #150 personnel.
LOCATION:	High School
HOW WAS THE PROGRAM ESTABLISHED:	Because summer school became more expensive, CETA and the Urban League decided to underwrite cost for eligible students.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	School district

WHAT FOLLOW-UP EXISTS:	Special counselor in Urban League works with recruitment and tutoring during the program. The only follow-up is report on final grade.
WHAT IMPACT DOES CREDIT HAVE:	Keeps students up with their class when they fall behind during the year. Provides incentive to stay in school and graduate.

NAME:	Summer Youth Program (Illinois Central College)
AGENCY:	Urban League
ADDRESS:	317 S. MacArthur Peoria, Illinois 61605
PHONE:	(309) 673-5158
CONTACT:	Peggy Murphy
PROGRAM DESCRIPTION:	College bound youth are sent to summer school at Illinois Central College to take an English class to prepare them to meet the demands of college.
LENGTH OF PROGRAM:	8 weeks
CREDENTIAL OR CREDIT:	Illinois Central College credit
FUNDING SOURCE:	S.Y.E.P.
PROGRAM ESTABLISHED:	6 years
NUMBER OF PARTICIPANTS:	15 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	College bound youth, CETA eligible.
INSTRUCTORS:	Illinois Central College faculty
LOCATION:	Illinois Central College
HOW WAS THE PROGRAM ESTABLISHED:	Through articulation between the Urban League and Illinois Central College.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	Illinois Central College
WHAT FOLLOW-UP EXISTS:	Final grade report.
WHAT IMPACT DOES CREDIT HAVE:	It is important psychologically for a student starting off to college.

GENERAL SUMMARY

DOES CREDIT MATTER? Two different responses were received to this question:

1) No. The wave of future is that programs should be shortened and intensified. Fast entry into the job market is more important than credit. Institutions often not that flexible.

2) Yes. It provides an important motivating force for students; helps them to be goal oriented. Receiving credit may be an incentive to continue with schooling.

HOW ARE CETA STUDENTS DIFFERENT? Often experience and skill level are too low for existing training. The participants need up-grading training. One year is not long enough to ready them for the work force. They may be very unrealistic about their career goals and the work necessary to prepare themselves. On the other hand, many of the older CETA students are conscientious about their work and getting their paperwork done on time.

COMMENTS: The Peoria program is distinguished by a fairly poor relationship between CETA and the public schools and a very good relationship between CETA and Illinois Central College. The reason that successful youth programs operate in spite of the disinterest of top LEA officials in working with CETA appears to stem from the fact that an effective working network has been established among personnel of local agencies. An informal cooperation exists. The Urban League and CETA staff work cooperatively with D.O.R.S., School counselors and work study teachers, D.C.F.S., Illinois State Department of Corrections, Illinois Youth Center, and the Youth Farm to meet the needs of youth in the area. This appears to have overcome the lack of a formal agreement between CETA and the schools.

COMMENTS:

Another important factor noted in the Peoria case study is the fact that the arbitrary 1000 hour limit on CETA support was viewed as seriously inhibiting. In many instances the skill level of CETA eligible participants is low enough initially that they can not be work ready (employable) in the time CETA can support them. A pre-GED program for those participants whose basic skills were too low to allow them to successfully take part in the GED preparation had to be dropped because of the 1000 hour limitation imposed by CETA requirements.

In FY 1982, the CETA staff will be exploring ways to utilize the Pekin Vocational Center as part of their training program.

Rock Island County

Office of CETA Programs

DEMOGRAPHIC DATA

CETA AGENCY:	Rock Island County CETA
ADDRESS:	1504 Third Avenue Rock Island, Illinois 61201
PHONE:	(309) 793-5200
DIRECTOR:	Phillip Olson, Director Catherine Andrews, Assistant Director
CONTACT PERSON:	Marilyn Nash, Employment Programs Coordinator
AREA COVERED:	All of Rock Island County
DESCRIPTION:	Rock Island County is approximately 85% urban and 15% rural.
CETA GOVERNING AGENCY:	Rock Island County Board
POPULATION:	Approximately 166,000
NUMBER SERVED FY 1981:	During FY 1981 approximately 2,000 to 2,500 participants were served; for FY 1982 it is estimated approximately 500 to 600 participants will be served.
MAJOR EMPLOYMENT SOURCES:	The major employment sources are varied. Many major business and industries such as IBM, International Harvester, and John Deere have offices and factories located in the area. With the layoffs and plant shut downs many former sources of employment are no longer useable. Many people are taking jobs not in their training area just to have a job.
EDUCATIONAL AGENCIES:	Includes Black Hawk Community College, Scott Community College, Davenport Technical Institute. American Institute of Commerce (office skills), and area high schools.

PROGRAMS

Rock Island County CETA operates the following programs:

NAME:	Alpha Learning Center
AGENCY:	Black Hawk College
ADDRESS:	1612 Fourth Street Rock Island 61201
PHONE:	(309) 794-1072
CONTACT:	Fred Holman, Coordinator
PROGRAM DESCRIPTION:	This program aids dropouts age 16 to 21 years old to acquire either their high school diploma or a GED certificate. Participants are referred to the program through their home high school district. When first introduced into the program participants are evaluated as to which alternative would be best for them to complete. If the participant is 19 or 20 years old it might be best for him/her to consider completing the requirements for the high school diploma in the district the student last attended. Given the latter selection, the center contacts the high school and the high school informs the center which credits and how many credits it will accept toward the participant's diploma. The diploma, when awarded to the participant, is from the person's last high school he/she attended rather than from the Alpha Learning Center.
LENGTH OF PROGRAM:	The classroom situation is an open, unstructured setting with each student working on his own course at his/her own pace. The only two stipulations of the program are that the student must respect the property of the center and other people's rights and he/she must attend at least eighteen hours per week.
CREDENTIAL OR CREDIT:	Credit is through the local high school districts; GED credentialing would be through the County Superintendent of Schools.
FUNDING SOURCE:	Primarily, funding is through Black Hawk Community College. Previously, some monies were realized from the local educational agencies program and the special education program but this is no longer true.

PROGRAM ESTABLISHED:	1976
NUMBER OF PARTICIPANTS:	During FY 1981, 80 participants were served; estimated participants to be served during FY 1982 is 60.
DESCRIPTION OF PARTICIPANTS:	The participants are 16 to 21 year old drop-outs from the secondary school system. Most of them are either supporting their own family or are working; and, after being on their own for a period of time have come to realize the value of a high school diploma or GED certificate for the advancement of their careers. They may be further ahead than those students who remain in high school and are making "D" and "E" grades.
INSTRUCTORS:	Instructors are Illinois certified teachers who are knowledgeable in each subject area. Presently, the program has three full time teachers.
LOCATION:	The program is located in a building adjacent to a housing project.
HOW WAS THE PROGRAM ESTABLISHED:	Originally, Black Hawk Community College secured the funding for the program and the high schools agreed to work with the college and refer potential participants to the program.
WHAT PROBLEMS WITH CREDIT:	Basically, there are no problems with credit in that the only credit given is that which the high school has previously stated it will accept. However, courses such as physical education or science classes which requires labs cannot be offered in that facilities are not available.
WHO DETERMINES CREDIT:	The high school.
WHAT FOLLOW UP EXISTS:	Follow up done is by the County CETA Office when they perform their required periodical check-ups, asking questions such as where a person works, what is his/her salary, and any suggestions they may make.
WHAT IMPACT DOES CREDIT HAVE:	Mr. Holman feels even if there was no credit attached to the program the students would still enroll because they have been in the work force and they realize they need skills to survive.

NAME:	Secondary Work Experience Program
AGENCY:	Moline Senior High School
ADDRESS:	3600 23rd Avenue, Moline, IL 61265
PHONE:	(309) 762-9411
CONTACT:	Mary Anne Prichard, Pre Vocational Special Needs Coordinator
PROGRAM DESCRIPTION:	This is a special needs program dealing with high school age students who are academically disadvantaged, economically disadvantaged, mentally retarded, hearing impaired, speech impaired, orthopedically impaired, have limited English speaking ability, or have specific learning disability.
LENGTH OF PROGRAM:	One to six semesters.
CREDENTIAL OR CREDIT:	One half credit for class and one half credit for work per semester.
FUNDING SOURCE:	Primarily the funding source is CETA; however, in the past some funding has been through Black Hawk Area Special Education District, the Department of Rehabilitation Service, the Department of Special Education, the Department of Vocational and Technical Education, and the Job Service of Illinois.
PROGRAM ESTABLISHED:	The program was established three years ago.
NUMBER OF PARTICIPANTS:	During FY 1981 there were thirty-nine CETA participants; the estimated number of participants during FY 1982 is eight.
DESCRIPTION OF PARTICIPANTS:	The participants are young adults 17-19 years old with learning and/or physical problems. Some of the participants are mainstreamed into the regular high school courses while others are placed in a basically self-contained special education classroom. All participants are required to attend the same types of courses but the material is geared to their level. Due to funding cuts the program expects to benefit only eight participants this year. These eight were chosen from a number of applicants; it was determined they would benefit the most from the experience.

INSTRUCTORS:	The instructors in the program are Illinois certified teachers.
LOCATION:	This program is located in a secondary school setting in Moline, Illinois
HOW WAS THE PROGRAM ESTABLISHED:	Approximately four years ago, parents of special needs students began voicing their concerns that the program in the school was not preparing their children in the skills necessary for a vocation. The school then advertised for a Pre-Vocational Special Education Coordinator whose responsibility was to revise the program to meet the needs of career oriented students. Presently, the program has geared the academic courses - mathematics, English, etc., to the career oriented view point.
WHAT PROBLEMS WITH CREDIT:	None.
WHO DETERMINES CREDIT:	The credit is determined by the North Central Accrediting Association through the high school system.
WHAT FOLLOW UP EXISTS:	In the past, follow up has been informal telephone calls, and casual conversations. However, this year plans are being made to implement a formal written follow up questionnaire.
WHAT IMPACT DOES CREDIT HAVE:	From the student's viewpoint the credit is an extra; the major benefits being the money they receive from the work experience and the acceptable excuse to leave school early to go to their work site. The parents and the employers feel the credit is a good idea and incentive for the students, and lends creditability to the program.
GENERAL COMMENTS:	The program, as set up, begins the participant with work experience in the summer term; usually in the janitorial part of the school system to acquaint them with good work habits such as getting to the job site on time and basic work skills. Some of the participants are required to attend classes part of the day and work the other part (classes during the summer begin in the morning at 7 am). During the fall semester the choice of job openings expand to opportunities as teacher's aides, cafeteria workers, clerical positions in school offices, etc. At this time the participants are paid 75% of the minimum wage.

In the spring semester, the participants are moved into more of the community agencies where there is less structure, i.e., day care centers, non-profit agencies, job work services, activity centers, food services. At this time they are paid minimum wage.

In the past, after graduation from high school, some of the participants could go into other programs; currently, this aspect no longer exists.

While in the work experience phase, participants are put on a behavior point system. Participants are oriented to the system, given five points at the beginning, and points are deducted for inappropriate behavior. The students are made aware of any deductions from their points and if the participants runs out of points, they are eliminated from both CETA and the program. (The waiting period to get back into the program is two years.)

GENERAL SUMMARY

DOES CREDIT MATTER?	To the participants what really matters is the certificates they receive when they set goals and reach them. If no credit was attached people would probably still sign up. To the employer credit matters. Some like the idea of having credit for work experience.
WHERE YOU DON'T HAVE CREDIT, WHY?	ABE courses do not have credit except for the job search and practical skills for employment for which the participants receive 3 credits (adult education). A number of the participants have gone on to the community colleges.
HOW ARE CETA STUDENTS DIFFERENT?	Basically, CETA students have very few financial resources but they want something in life. There are a few people who want to "beat the system" and collect a paycheck, but even this requires that they commit themselves into two or three activities before collecting; and the people who are accepted into the program as CETA participants have set very realistic goals for themselves.

Rockford Consortium for CETA

DEMOGRAPHIC DATA

CETA AGENCY:	Rockford Consortium for CETA
ADDRESS:	4th Floor, Rockford Trust 206 W. State Rockford, Illinois 61101
PHONE:	(815) 987-5726
DIRECTOR:	Colleen Williams
CONTACT PERSON:	Sue Molyneux
AREA COVERED:	Counties of Winnebago and Boone.
DESCRIPTION:	The area includes Rockford, Loves Park, and Belvedere, and small towns and rural area.
CETA GOVERNING AGENCY:	Mayor of Rockford, two county board chairpersons.
POPULATION:	278,325
NUMBER SERVED FY 1981:	2500+
MAJOR EMPLOYMENT SOURCES:	Heavy industry, business agriculture.
EDUCATIONAL AGENCIES:	Educational institutions in the area include Rockford College, Rock Valley College, the Public Schools, Area Vocational Center, Rockford Business College, and other proprietary schools.

PROGRAMS

Rockford Consortium for CETA operates the following programs.

NAME:	Regular Program at Community College
AGENCY:	Rock Valley College
ADDRESS:	Springbrook at Mulford Rockford, Illinois 61101
PHONE:	(815) 654-4325
CONTACT:	Dan Timko
PROGRAM DESCRIPTION:	Students follow regular liberal arts and vocational programs.
LENGTH OF PROGRAM:	One year or two years.
CREDENTIAL OR CREDIT:	Regular college credit.
FUNDING SOURCE:	6%
PROGRAM ESTABLISHED:	1976
NUMBER OF PARTICIPANTS:	50 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	CETA eligible
INSTRUCTORS:	College faculty
LOCATION:	Rock Valley College
HOW WAS THE PROGRAM ESTABLISHED:	The Dean of Community Services at Rock Valley went to CETA to check on how they could work together.
WHAT PROBLEMS WITH CREDIT:	None
WHAT FOLLOW-UP EXISTS:	College and CETA (Judy Wilhelme, 968-4151)
WHAT IMPACT DOES CREDIT HAVE:	Increases self-esteem on the part of participant.

NAME:	Pre Vocational Training Program Feeder Program for Vocational Training
AGENCY:	Rock Valley College
ADDRESS:	Springbrook at Mulford Rockford, Illinois 61101
PHONE:	(815) 654-4325
CONTACT:	Dan Timko
PROGRAM DESCRIPTION:	Students receive skills training to prepare them for the Rockford Business School, Rock Valley College, or for employment. Now provide feed-back system for them after they've become part of regular R.V.C.
LENGTH OF PROGRAM:	Open-entry and open-exit.
CREDENTIAL OR CREDIT:	None
FUNDING SOURCE:	6%
PROGRAM ESTABLISHED:	1976
NUMBER OF PARTICIPANTS:	150 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	16 and over, CETA eligible.
INSTRUCTORS:	Rock Valley College staff.
LOCATION:	J.I. Case Plant Apprenticeship Training Center.
HOW WAS THE PROGRAM ESTABLISHED:	This program was established by CETA with advice from Rock Valley personnel.
WHAT PROBLEMS WITH CREDIT:	None, it was not considered the appropriate motivator for this program.
WHAT IMPACT DOES CREDIT HAVE:	In this program the motivator is money. Seeing that, they can succeed.

NAME:	Secretarial and Accounting Training
AGENCY:	Rockford Business College
ADDRESS:	319 W. Jefferson Rockford, Illinois
PHONE:	(815) 965-3616
CONTACT:	Ken Langsdon or Rita Brock
PROGRAM DESCRIPTION:	Participants take regular course in secretarial science or accounting.
LENGTH OF PROGRAM:	CETA supports students one semester at a time.
CREDENTIAL OR CREDIT:	Regular business school credit.
FUNDING SOURCE:	6%
PROGRAM ESTABLISHED:	1978
DESCRIPTION OF PARTICIPANTS:	CETA eligible
INSTRUCTORS:	Business school staff.
LOCATION:	Rockford Business School.
HOW WAS THE PROGRAM ESTABLISHED:	CETA contacted Rockford Business School to establish CETA participation in their on-going program.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	Rockford Business School
WHAT FOLLOW-UP EXISTS:	Regular CETA follow-up.
WHAT IMPACT DOES CREDIT HAVE:	Helps the person to be employable.

NAME:	Work Experience for Handicapped.
AGENCY:	Rockford School District
ADDRESS:	Muldoon Center 121 Stanley Rockford, Illinois 61102
PHONE:	(815) 966-3165
CONTACT:	Jan Jones
PROGRAM DESCRIPTION:	The program combination of classroom training in basic education, career information, and job readiness, and work experience at a not for profit.
LENGTH OF PROGRAM:	One year (maximum of 100 hours)
CREDENTIAL OR CREDIT:	If student comes back into school, will get credit to continue only offered if student doesn't take pay.
FUNDING SOURCE:	II B
PROGRAM ESTABLISHED:	1980
NUMBER OF PARTICIPANTS:	12 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	Out-of-school, handicapped/disadvantaged youth.
INSTRUCTORS:	Certified school teachers
LOCATION:	Work-site, and Responsible Peer Programs Inc.
HOW WAS THE PROGRAM ESTABLISHED:	Special education people from the school district worked with CETA to establish this program.
WHAT PROBLEMS WITH CREDIT:	Offering credit would violate the policy of not offering both credit and pay to students in the Rockford Public Schools.
WHO DETERMINES CREDIT:	Special education department of the school district.

WHAT FOLLOW-UP EXISTS:	The school district maintains direct follow-up.
WHAT IMPACT DOES CREDIT HAVE:	Not applicable.

NAME:	Classroom Training for Handicapped
AGENCY:	Rockford Public Schools
ADDRESS:	Muldoon Center 121 Stanley Rockford, Illinois 61102
PHONE:	(815) 966-3165
CONTACT:	Jan Jones
PROGRAM DESCRIPTION:	After school hours; for 6 hours per week, work readiness skills are taught to help provide transition to world of work.
LENGTH OF PROGRAM:	25 weeks
CREDENTIAL OR CREDIT:	None (regular credit for regular school day)
FUNDING SOURCE:	II B
PROGRAM ESTABLISHED:	1978
NUMBER OF PARTICIPANTS:	50
DESCRIPTION OF PARTICIPANTS:	Handicapped, in-school youth.
INSTRUCTORS:	Certified teachers
LOCATION:	Local high schools
HOW WAS THE PROGRAM ESTABLISHED:	CETA sent out R.F.P. and school district responded.
WHAT PROBLEMS WITH CREDIT:	Offering credit would violate the policy of not paying and offering credit in the Rockford Public Schools.
WHAT FOLLOW-UP EXISTS:	School records
WHAT IMPACT DOES CREDIT HAVE:	They don't need credit for this program because they are receiving credit for regular school.

NAME:	Summer Youth Program
AGENCY:	Rockford Public Schools
ADDRESS:	201 S. Madison Rockford, Illinois
PHONE:	(815)
CONTACT:	George Hayward
PROGRAM DESCRIPTION:	Basic academics, and 3 vocational areas are explored in classes.
LENGTH OF PROGRAM:	6 weeks, summer
CREDENTIAL OR CREDIT:	Regular high school credit.
FUNDING SOURCE:	Y.E.T.P.
PROGRAM ESTABLISHED:	1978
NUMBER OF PARTICIPANTS:	180 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	14 and 15 year olds.
INSTRUCTORS:	High school teachers
LOCATION:	Area Vocational Center
HOW WAS THE PROGRAM ESTABLISHED:	CETA sent out an R.F.P. and the school district responded.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	School district determines, but CETA wanted credit.
WHAT FOLLOW-UP EXISTS:	School district follow-up.
WHAT IMPACT DOES CREDIT HAVE:	Provides an incentive to stay in school.

NAME:	Summer Program for Handicapped
AGENCY:	Rockford School District, Special Education
ADDRESS:	Muldoon Center 121 Stanley Rockford, Illinois 61102
PHONE:	(815) 966-3165
CONTACT:	Jan Jones
PROGRAM DESCRIPTION:	Three vocational areas and academics are covered in summer program classes.
LENGTH OF PROGRAM:	6 weeks, 1/2 day.
CREDENTIAL OR CREDIT:	Vocational credit is given, but they can't use it to replace core subject credit.
FUNDING SOURCE:	S.Y.E.P.
PROGRAM ESTABLISHED:	1978
NUMBER OF PARTICIPANTS:	90 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	Handicapped youth, in-school.
INSTRUCTORS:	Certified teachers
LOCATION:	High School
HOW WAS THE PROGRAM ESTABLISHED:	An R.F.P. was put out by CETA. School district responded. Some of the staff had worked with CETA previously.
WHAT PROBLEMS WITH CREDIT:	None
WHAT FOLLOW-UP EXISTS:	School records
WHAT IMPACT DOES CREDIT HAVE:	It is positive because it provides a goal for the kids.

NAME:	Data Processing
AGENCY:	Responsible Peer Programs
ADDRESS:	South Church Street Rockford, Illinois
PHONE:	(815) 965-0088
CONTACT:	Pat Leery
PROGRAM DESCRIPTION:	This is an after school program in which students learn data processing, and do remedial work in basic skills.
LENGTH OF PROGRAM:	One year or more.
CREDENTIAL OR CREDIT:	None
FUNDING SOURCE:	II B
PROGRAM ESTABLISHED:	1980
NUMBER OF PARTICIPANTS:	30 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	In-school, CETA eligible.
INSTRUCTORS:	Certified teachers
LOCATION:	Responsible Peer Programs
HOW WAS THE PROGRAM ESTABLISHED:	R.F.P. was sent out by CETA; Responsible Peer Programs responded.
WHAT PROBLEMS WITH CREDIT:	Credit wasn't included in the plan by CETA. R.P.P. does not have a "credit agreement" with a local educational agency.
WHAT FOLLOW-UP EXISTS:	School district should have follow-up.
WHAT IMPACT DOES CREDIT HAVE:	Not applicable.

NAME:	Youth Program
AGENCY:	Martin House Educational Center
ADDRESS:	South Main Street Rockford, Illinois
PHONE:	(815) 963-6967
CONTACT:	Carol Jordan
PROGRAM DESCRIPTION:	A 32 credit curriculum in all major high school subjects. A diploma is offered which is accepted by area colleges and the Marines. Some of the credits also transfer to regular high school programs if the student returns to school. Students attend school at Martin House four hours per day year around.
LENGTH OF PROGRAM:	Unlimited
CREDENTIAL OR CREDIT:	Academic credit
PROGRAM ESTABLISHED:	1977
NUMBER OF PARTICIPANTS:	18 (FY 1981)
DESCRIPTION OF PARTICIPANTS:	Out-of-school youth, must have 7th grade reading level to enter.
INSTRUCTORS:	Certified teachers
LOCATION:	Martin House
HOW WAS THE PROGRAM ESTABLISHED:	Martin House approached CETA for referrals and support.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	Each teacher, based on a set amount of work.

WHAT FOLLOW-UP EXISTS:	School maintains follow-up.
WHAT IMPACT DOES CREDIT HAVE:	Gives these students a reason to stay in school, and helps boost their self-esteem.

GENERAL SUMMARY

DOES CREDIT MATTER? We're most interested in worthwhile programs; credit is secondary. School district personnel believe that recognition and experience are the proper motivations. For youth, credit is too abstract for them to buy into.

WHERE YOU DON'T HAVE CREDIT, WHY? In instances where the content does not meet the standards set by educational institutions, no credit is offered. In several instances, credit isn't offered because other motivations are viewed as more important.

HOW ARE CETA STUDENTS DIFFERENT? Quite often they are people who have not succeeded in school or employment in the past.

COMMENTS: The Rockford CETA personnel frequently do not request credit for training from the educational agencies they work with. This, coupled with the school districts policy of not offering both pay and credit results in many programs which are not credit bearing. Both CETA and educational personnel do not feel that credit is the best motivator and therefore are not particularly interested in establishing more credit programs.

St. Clair County Consortium for CETA

St. Clair County Inter-Governmental Grants Department

DEMOGRAPHIC DATA

CETA AGENCY:	Intergovernmental Grants Department - CETA Division St. Clair County Consortium
ADDRESS:	512 East Main Street Belleville, Illinois 62220
PHONE:	(618) 398-6320 or (618) 277-6790
DIRECTOR:	Lorraine McKinney
CONTACT PERSON:	Dale Cook, Youth Programs Supervisor Ida Conners, Training Programs Supervisor Charles Snyder, Program Manager
AREA COVERED:	St. Clair is urban, industrial with close to 50% of the people in St. Clair working in St. Louis. Perry and Washington counties are rural with the economy depending mainly upon coal mining and farming.
CETA GOVERNING AGENCY:	St. Clair County Board
POPULATION:	Combined population for all three counties - 297,700.
NUMBER SERVED FY 1981:	3500
MAJOR EMPLOYMENT SOURCES:	The medical industry is the number one employment source with the chemical industry being second. Also, included as employment sources within the counties would be data processing and general service industries.
EDUCATIONAL AGENCIES:	Public high schools, several community colleges, one university, and several proprietary schools.

PROGRAMS

St. Clair County Consortium for CETA operates the following programs:

NAME:	Basic Education (ABE/GED/ESL)
AGENCY:	Belleville Area College
ADDRESS:	2500 Carlyle Road Belleville, Illinois 62220
PHONE:	(618) 235-2700
CONTACT:	Mary Brady, Director of Basic Education Department Jeannie Davis, GED Director
PROGRAM DESCRIPTION:	The GED program is designed to help CETA students obtain their GED certificate. Students who are not ready for the GED program, as determined by a pre-test, are referred to pre-GED reading or basic reading.
LENGTH OF PROGRAM:	Nine weeks
CREDENTIAL OR CREDIT:	There is no credit. The GED portion has a certificate while the ESL and ABE have no certificates.
FUNDING SOURCE	Title II B,C
PROGRAM ESTABLISHED:	1974 or 1975
NUMBER OF PARTICIPANTS:	(FY 1981) 300 participants (anticipating 200 participants for this year)
DESCRIPTION OF PARTICIPANTS:	Usually 18-30 years old; unemployed.
INSTRUCTORS:	Regular full time and part time college instructors.
LOCATION:	Classes are held at three locations - main campus, Cahokia (at the VFW Hall), and State Park Place (near the Fairmount Race Track).
HOW WAS THE PROGRAM ESTABLISHED:	Mutual contact was made between CETA and the college.

WHAT PROBLEMS WITH CREDIT:	Not applicable
WHO DETERMINES CREDIT:	Not applicable
WHAT FOLLOW-UP EXISTS:	St. Clair CETA Consortium does a follow-up.
WHAT IMPACT DOES CREDIT HAVE:	The GED certificate is required to go into vocational training and usually is required to get any job.

NAME:	Certificate Program
AGENCY:	Belleville Area College
ADDRESS:	2500 Carlyle Road Belleville, Illinois 62220
PHONE:	(618) 235-2700
CONTACT:	Dr. Robert C. Eskridge, Registrar and Director of Admissions
PROGRAM DESCRIPTION:	Students may attend up to one year in classes to receive certificate in one of following areas: air conditioning, heating, and refrigeration; airframe/power plant technician; aviation electronics; aviation pilot training; building maintenance; business-clerical; keypunch operator; computer operator; business-secretarial; chemical technology; construction technology; architectural and machine options; communication electronics; fire science; horticulture; law enforcement; medical assistant; office machine repair; operating room technology; security administration; short order cook; and welding technology.
LENGTH OF PROGRAM:	Length may vary with individual certificate; the program may last from one year to one semester (key punch operator).
CREDENTIAL OR CREDIT:	Community college credit and certificate of completion.
FUNDING SOURCE:	II-B, C
PROGRAM ESTABLISHED:	Before CETA was established, this program was operating.
NUMBER OF PARTICIPANTS:	48 participants.
DESCRIPTION OF PARTICIPANTS:	Participants are a cross section of the population. The average age of a BAC student is 29 years old. For CETA support, they must be CETA eligible.

INSTRUCTORS:	Regular college instructors.
LOCATION:	Main campus and twenty-two extension sites.
HOW WAS THE PROGRAM ESTABLISHED:	St. Clair CETA Consortium contacted the college and expressed a desire to participate in this program.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	The coordinator of the program designs the curriculum and it is taken through the ~~proper~~ channels to the college curriculum commission.
WHAT FOLLOW-UP EXISTS:	Presently, it is not possible to do follow-up for all the classes. The Financial Aid and Placement Office may have done some follow-up.
WHAT IMPACT DOES CREDIT HAVE:	Some students do go on to more courses and eventually a degree; however, a lot depends on the field.

NAME:	Every Woman's Center
AGENCY:	Belleville Area College
ADDRESS:	2500 Carlyle Road Belleville, Illinois 62220
PHONE:	(618) 235-2700
CONTACT:	Patricia Brian, Director of Every Woman's Center
PROGRAM DESCRIPTION:	This program is more of a service program than an academic credit program. The program serves displaced homemakers and other clients by referring them to community based activities or educational programs as appropriate. This means clients may be referred into regular college credit classes or ABE/GED/ESL classes.
LENGTH OF PROGRAM:	As long as need demands
CREDENTIAL OR CREDIT:	None
FUNDING SOURCE:	Originally, the funding source was through the Belleville Area College; then, the program received funding through CETA Linkage. Now, with the cut back in CETA funding, the program is once again funded through the college.
PROGRAM ESTABLISHED:	1980
NUMBER OF PARTICIPANTS:	Not available
DESCRIPTION OF PARTICIPANTS:	Displaced homemakers and any other woman or prospective student who requires any of the services offered.
INSTRUCTORS:	Not applicable
LOCATION:	In the Counseling Center of the Belleville Area College.

HOW WAS THE PROGRAM ESTABLISHED:	Originally, Belleville Area College planned for the service, then the funding was picked up by CETA Linkage. Now the college is financing the program.
WHAT PROBLEMS WITH CREDIT:	Not applicable
WHO DETERMINES CREDIT:	Not applicable
WHAT FOLLOW-UP EXISTS:	An informal questionnaire is given to the client when the Center feels that person has reached a specific goal in her life.
WHAT IMPACT DOES CREDIT HAVE:	Not applicable

NAME:	Two-Year Degree Program
AGENCY:	Belleville Area College
ADDRESS:	2500 Carlyle Road Belleville, Illinois 62220
PHONE:	(618) 235-2700
CONTACT:	Dr. Robert C. Eskridge, Registrar and Director of Admissions
PROGRAM DESCRIPTION:	Regular associate degree, two year program.
LENGTH OF PROGRAM:	Two years
CREDENTIAL OR CREDIT:	Community college credit and associate degree when completed.
FUNDING SOURCE:	II B
PROGRAM ESTABLISHED:	The late 1960's or 1970's, before CETA was authorized.
NUMBER OF PARTICIPANTS:	46 participants
DESCRIPTION OF PARTICIPANTS:	A cross section of the population.
INSTRUCTORS:	Regular college instructors
LOCATION:	Main campus and twenty-two extension sites.
HOW WAS THE PROGRAM ESTABLISHED:	St. Clair CETA Consortium contacted the college and expressed a desire to refer qualified participants to the program.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	Community college with approval of Illinois Community College Board.
WHAT FOLLOW UP EXISTS:	None
WHAT IMPACT DOES CREDIT HAVE:	Participants are able to acquire an associate degree in particular occupation of interest.

NAME:	Cooperative Vocational Program
AGENCY:	East St. Louis School District 189
ADDRESS:	1005 State Street Department of Career and Vocational Education East St. Louis, Illinois 62201
PHONE:	(618) 875-3750
CONTACT:	Dr. Roland Alexander, Placement Specialist
PROGRAM DESCRIPTION:	This program is a planned sequence of supervised work experience and related studies.
LENGTH OF PROGRAM:	One year
CREDENTIAL OR CREDIT:	One credit per semester; two credits for the academic year.
FUNDING SOURCE:	YETP, Title IV
PROGRAM ESTABLISHED:	Whenever YETP came into effect.
NUMBER OF PARTICIPANTS:	During FY 1981 there were 162 participants (a combination of the Work Experience Program and the Cooperative Vocational Program). They are anticipating serving 56 participants during FY 1982.
DESCRIPTION OF PARTICIPANTS:	Low economical, disadvantaged youths ages 16 to 19.
INSTRUCTORS:	School District 189 certified and registered teachers.
LOCATION:	Two high school campuses - East St. Louis High School and Lincoln Senior High School.
HOW WAS THE PROGRAM ESTABLISHED:	Dr. Alexander contacted CETA and offered the services.

WHAT PROBLEMS WITH CREDIT:	None.
WHO DETERMINES CREDIT:	Building administrators - principals of both senior high schools upon approval of criteria established by Dr. Alexander.
WHAT FOLLOW-UP EXISTS:	Follow-up has been done by Intergovernmental Grants Department - CETA Division, St. Clair County Consortium.
WHAT IMPACT DOES CREDIT HAVE:	Students can work and obtain necessary finances. The program allows them not to lose any credit. The employer will normally hire a high school graduate rather than a drop out.

NAME:	Work Experience Program
AGENCY:	East St. Louis School District 189
ADDRESS:	1005 State Street Department of Career and Vocational Education East St. Louis, Illinois 62201
PHONE:	(618) 875-3750
CONTACT:	Dr. Roland Alexander, Placement Specialist
PROGRAM DESCRIPTION:	Work experience.
LENGTH OF PROGRAM:	One or two semesters. In the past the experience was for three hours per day, now it is for two hours per day.
CREDENTIAL OR CREDIT:	One half credit per semester.
FUNDING SOURCE:	YETP
PROGRAM ESTABLISHED:	1976
NUMBER OF PARTICIPANTS:	During FY 1981 there were 162 participants (a combination of the Work Experience Program and the Cooperative Vocational Program). They are anticipating serving 56 participants during FY 1982.
DESCRIPTION OF PARTICIPANTS:	Disadvantaged youth ages 16 to 19.
INSTRUCTORS:	School District 189 certified and registered teachers.
LOCATION:	Two high school campuses - East St. Louis High School and Lincoln Senior High School.
HOW WAS THE PROGRAM ESTABLISHED:	Dr. Alexander contacted CETA and offered the services.

WHAT PROBLEMS WITH CREDIT:	None.
WHO DETERMINES CREDIT:	Building administrators - principals of both senior high schools upon approval of criteria established by Dr. Alexander.
WHAT FOLLOW-UP EXISTS:	Follow-up has been done by Intergovernmental Grants Department - CETA Division; St. Clair County Consortium.
WHAT IMPACT DOES CREDIT HAVE:	Students can work and obtain necessary finances. The program allows them not to lose any credit. The employer will normally hire a high school graduate rather than a drop out.

GENERAL SUMMARY

DOES CREDIT MATTER? In Title II B credit matters in that the goal of the training program is to attain a certificate of completion. In the youth programs the non awarding of credit would not impede participation. One problem is that each individual school district sets their own criteria for awarding credit.

WHERE YOU DON'T HAVE CREDIT, WHY: There is no credit attached to the pre-employment types of programs such as writing a resume, securing an interview, etc. Primarily this is not a state certified program and the school district would like their personnel to handle the program; however, that would cost more.

HOW ARE CETA STUDENTS DIFFERENT? CETA students vary widely; their ages may be from 16 to 60 years old. Some participants have had an employment history of training on the site, while some have had formal training, and some have had no training. Some of the individuals are highly motivated, while others are not. Because of the current high unemployment rate, the skill and training level of CETA participants has increased.

Will County Consortium

CETA Service Office

DEMOGRAPHIC DATA

CETA AGENCY:	Will County Consortium
ADDRESS:	68 North Chicago Street, Room 305 Joliet, Illinois 60431
PHONE:	(815) 727-8757
DIRECTOR:	Louis W. Krause
CONTACT PERSON:	Al Riley
AREA COVERED:	Will and Grundy counties.
DESCRIPTION:	This area contains Joliet and the surrounding rural areas.
CETA GOVERNING AGENCY:	Will County Board
POPULATION:	355,042
NUMBER SERVED FY 1981:	2,400+
MAJOR EMPLOYMENT SOURCES:	Medium and heavy industry and agriculture
EDUCATIONAL AGENCIES:	Public schools, Joliet Junior College, Wilco Area Career Center (AVC), and various proprietary schools.

PROGRAMS

Will County Consortium for CETA operates the following programs:

NAME:	Vocational Education Program
AGENCY:	Joliet Junior College
ADDRESS:	1216 Houbolt Avenue Joliet, Illinois 60436
PHONE:	(815) 729-9020
CONTACT:	J. D. Ross
PROGRAM DESCRIPTION:	The program includes training in industrial maintenance and secretarial science. These are class-size special programs for CETA.
LENGTH OF PROGRAM:	Varies.
CREDENTIAL OR CREDIT:	Certificate of completion.
FUNDING SOURCE:	II B, C.
PROGRAM ESTABLISHED:	1977
NUMBER OF PARTICIPANTS:	140
DESCRIPTION OF PARTICIPANTS:	Out-of-school, 18 and over, no GED required, must pass basic skill test at Joliet Junior College.
INSTRUCTORS:	Hired by Joliet Junior College for this program.
LOCATION:	Joliet Junior College
HOW WAS THE PROGRAM ESTABLISHED:	After training needs were identified, personnel from the two agencies designed the program together.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	College, with consent of Illinois Community College Board.
WHAT FOLLOW UP EXISTS:	Regular CETA follow up.
WHAT IMPACT DOES CREDIT HAVE:	The goal is placement. The certificate helps toward this.

NAME:	Career Development
AGENCY:	Joliet Township High School
ADDRESS:	201 E. Jefferson St. Joliet, Illinois 60432
PHONE:	(815) 727-6890
CONTACT:	Willis Shay
PROGRAM DESCRIPTION:	This program involves career development and training.
LENGTH OF PROGRAM:	Up to four years.
CREDENTIAL OR CREDIT:	None
FUNDING SOURCE:	II B, C
PROGRAM ESTABLISHED:	1976
NUMBER OF PARTICIPANTS:	120
DESCRIPTION OF PARTICIPANTS:	In-school youth, CETA eligible.
INSTRUCTORS:	High school teachers.
LOCATION:	School and work site.
HOW WAS THE PROGRAM ESTABLISHED:	CETA approached schools to establish programs.
WHAT PROBLEMS WITH CREDIT:	Program is not appropriate for credit.
WHO DETERMINES CREDIT:	Not applicable.
WHAT FOLLOW UP EXISTS:	CETA follow up.
WHAT IMPACT DOES CREDIT HAVE:	Not applicable.

NAME:	Clerical
AGENCY:	Wilco Area Career Center (A.V.C.)
ADDRESS:	RR 3, Box 214, Hopkins Road Romeoville, Illinois 60436
PHONE:	(815) 838-1163
CONTACT:	Linda Helton
PROGRAM DESCRIPTION:	Participants receive training in clerical skills; may take basic skills classes too.
LENGTH OF PROGRAM:	15 weeks
CREDENTIAL OR CREDIT:	Certificate of completion (Students attending through high school may get credit.)
FUNDING SOURCE:	II B, C
PROGRAM ESTABLISHED:	1977
NUMBER OF PARTICIPANTS:	60
DESCRIPTION OF PARTICIPANTS:	CETA eligible youth and adults.
INSTRUCTORS:	A.V.C. faculty
LOCATION:	Wilco Area Career Center
HOW WAS THE PROGRAM ESTABLISHED:	CETA worked with Wilco to establish the program.
WHAT PROBLEMS WITH CREDIT:	Content is not appropriate for credit.
WHO DETERMINES CREDIT:	School
WHAT FOLLOW UP EXISTS:	Regular CETA follow up.
WHAT IMPACT DOES CREDIT HAVE:	Major goal is employment - credit would not help here. The certificate does.

NAME:	Y.E.T.P. Programs
AGENCY:	Various community based organizations including SER, CARS, Aunt Martha's Youth Service Center, and area high schools. Programs established through Education Service Region.
CONTACT:	Clariann Woolard, Assistant Superintendent
PROGRAM DESCRIPTION:	Programs are available in GED, work experience, clerical, counseling and drug rehabilitation, and job-readiness.
LENGTH OF PROGRAM:	Varies.
CREDENTIAL OR CREDIT:	None (in the schools, programs are eligible for elective credit)
FUNDING SOURCE:	Y.E.T.P.
PROGRAM ESTABLISHED:	1978
NUMBER OF PARTICIPANTS:	187
DESCRIPTION OF PARTICIPANTS:	CETA eligible youth 14-21.
INSTRUCTORS:	1978
LOCATION:	Varies.
HOW WAS THE PROGRAM ESTABLISHED:	CETA worked with the Education Service Region (the superintendent was on the CETA Board) to establish these programs.
WHAT PROBLEMS WITH CREDIT:	Credit has been discussed, but not considered appropriate for these programs.
WHO DETERMINES CREDIT:	Schools, Education Service Region.
WHAT FOLLOW UP EXISTS:	Regular CETA follow up.
WHAT IMPACT DOES CREDIT HAVE:	Not applicable.

GENERAL SUMMARY

DOES CREDIT MATTER? It depends on the thrust of the program and the needs of the student. The goal is employability and in many instances credit won't help. It is more important for youth. Certainly credit doesn't hurt the clients.

WHERE YOU DON'T HAVE CREDIT, WHY? The content of the program doesn't meet the standards for credit.

COMMENT: Will county has been successful in establishing training with several schools and educational agencies in the area. They do not view credit as a major element in the training and frequently work toward a certificate or license as the credential most useful in promoting employability.

Balance of State-Zeigler

Illinois Farmers Union - CETA

DEMOGRAPHIC DATA

CETA AGENCY:	Illinois Farmers Union CETA - Zeigler Program
ADDRESS:	Zeigler, Illinois 62999
PHONE:	(618) 596-2781
DIRECTOR:	Ruth Ann Lowery
CONTACT PERSON:	Ruth Ann Lowery
AREA COVERED:	Jackson, Williamson, Franklin, Jefferson, Randolph, and Monroe Counties (with Randolph and Monroe new for this year).
DESCRIPTION:	Rural with pockets of industry. Unemployment rate is high (third highest in state).
CETA GOVERNING AGENCY:	Illinois Department of Commerce and Community Affairs - Balance of State
POPULATION:	Between 180,000 and 200,000
NUMBER SERVED FY 1981:	2300
MAJOR EMPLOYMENT SOURCES:	Coal mining, small industries, farm related work and small construction.
EDUCATIONAL AGENCIES:	Southern Illinois University - STC; John A. Logan Community College; Rend Lake Community College; Belleville Area College; Beck Vocational School-Red Bud; Bailey Technical Institute-St. Louis.

PROGRAMS

The following programs are operated in Illinois Farmers Union CETA - Zeigler.

NAME:	Operation Rebound
AGENCY:	Carbondale Community High School
ADDRESS:	410 East Main Carbondale, Illinois 62901
PHONE:	(618) 457-3371
CONTACT:	Paul Karber, Director of Vocational Center
PROGRAM DESCRIPTION:	Basically, it is an adult education program but with a younger population. The main purpose is to receive a high school diploma and have a cooperative work experience.
LENGTH OF PROGRAM:	Until attainment of either regular high school diploma or GED certificate. May last from six months to seven years, with the average length being two years.
CREDENTIAL OR CREDIT:	Credit from Carbondale Community High School District #165
FUNDING SOURCE:	Illinois Farmers Union - Zeigler
PROGRAM ESTABLISHED:	Regular program established Fall, 1970; CETA participation started March, 1981.
NUMBER OF PARTICIPANTS:	25 CETA participants.
DESCRIPTION OF PARTICIPANTS:	Dropouts ages 16 years old through 21 years old.
INSTRUCTORS:	Illinois certified teachers
LOCATION:	Carbondale Vocational Center
HOW WAS THE PROGRAM ESTABLISHED:	The regular program was established after receiving a planning grant from DAVTE for school leavers. Later funding was picked up through adult education.
WHAT PROBLEMS WITH CREDIT:	None

WHO DETERMINES CREDIT:	Carbondale Community High School for academic/ vocational and cooperative classes.
WHAT FOLLOW UP EXISTS:	Each fall a follow up is done on the graduates from the previous year.
WHAT IMPACT DOES CREDIT HAVE:	Participants want either a high school diploma or a GED certificate, and the employers are receptive to credit.

NAME:	GED Program
AGENCY:	John A. Logan College
ADDRESS:	Carterville, IL 62918
PHONE:	(618) 985-3741
CONTACT:	Dr. Jack Hill, Dean of Institutional Community Services
PROGRAM DESCRIPTION:	Participants take courses which will help them obtain their GED certificate.
LENGTH OF PROGRAM:	To obtain GED certificate participant may go 6 months to 1 year.
CREDENTIAL OR CREDIT:	Courses approved through ICCB.
FUNDING SOURCE:	CETA
PROGRAM ESTABLISHED:	Three years in existence.
NUMBER OF PARTICIPANTS:	Approximately 35 participants.
DESCRIPTION OF PARTICIPANTS:	Participants are referred to program by CETA; there are a few self referrals but they must be approved by CETA. Adults.
INSTRUCTORS:	2 part time instructors
LOCATION:	Manpower Skill Center (located in Crab Orchard National Wildlife Refuge).
HOW WAS THE PROGRAM ESTABLISHED:	The program for GED was already established. CETA referred qualified participants to the college.
WHAT PROBLEMS WITH CREDIT:	None

WHAT FOLLOW-UP EXISTS:

WHAT IMPACT DOES CREDIT HAVE: After successful completion of program, students are able to obtain a GED certificate.

NAME:	Special Secretarial Program - Clerical Training
AGENCY:	John A. Logan College
ADDRESS:	Carterville, Illinois 62918
PHONE:	(618) 985-3741
CONTACT:	Dr. Jack Hill, Dean of Institutional Community Services
PROGRAM DESCRIPTION:	This is a certificate program which allows participant to obtain or sharpen their secretarial skills.
LENGTH OF PROGRAM:	8 to 16 weeks
CREDENTIAL OR CREDIT:	Community college courses
FUNDING SOURCE:	CETA
PROGRAM ESTABLISHED:	1980
NUMBER OF PARTICIPANTS:	The number of participants average approximately 15 per class.
DESCRIPTION OF PARTICIPANTS:	Participants are mixed. Some are well qualified by experience and more mature; others have low motivation and need this motivation for self respect. There are no discipline problems.
INSTRUCTORS:	Part time John A. Logan instructors.
LOCATION:	Main campus
HOW WAS THE PROGRAM ESTABLISHED:	The CETA office requested the program through John A. Logan College when they felt a need was apparent.
WHAT PROBLEMS WITH CREDIT:	None.
WHO DETERMINES CREDIT:	Community college with approval of ICCB.

WHAT FOLLOW-UP EXISTS:	Since this program is only 1 1/2 years old, the follow-up is not extensive.
WHAT IMPACT DOES CREDIT HAVE:	The participants are motivated to obtain the certificate which is very important to them; the credit is secondary.

NAME:	GED Program (Youth Employment Training Program)
AGENCY:	Rend Lake Community College
ADDRESS:	Ina, Illinois 62846
PHONE:	(618) 437-5321
CONTACT:	Pam Sharp, Coordinator of GED Center
PROGRAM DESCRIPTION:	Students register to take classes which run two days per week (mostly four hours per day). Students may register for GED classes, English 1008 and 1009 (college development classes), or job seeking skills class.
LENGTH OF PROGRAM:	12-14 Weeks
CREDENTIAL OR CREDIT:	The GED courses have in-house credit and the developmental courses have college credit which is non-transferable.
FUNDING SOURCE:	CETA
PROGRAM ESTABLISHED:	2-3 years ago.
NUMBER OF PARTICIPANTS:	During FY 1981 had 51 participants.
DESCRIPTION OF PARTICIPANTS:	Participants are CETA referred young adults ages 17 to 21 years old with a wide range of skills. Usually, they've had a hard time finding a job or are receiving re-training if necessary.
INSTRUCTORS:	Part-time Rend Lake College instructors.
LOCATION:	Main campus
HOW WAS THE PROGRAM ESTABLISHED:	CETA personnel contacted the college administration and explained the need for such a program.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	Illinois Community College Board

WHAT FOLLOW UP EXISTS:	At this time the college does not have the staff or budget to do a follow up. However, students are contacted to remind them to take their GED test.
WHAT IMPACT DOES CREDIT HAVE:	Students receive jobs after completing the program and they get a taste of the programs at Rend Lake College and a percentage of them continue on. Of the CETA students who take the test, 52% of them pass.

NAME:	Career Development Center
AGENCY:	School of Technical Careers Southern Illinois University Carbondale, Illinois 62901
PHONE:	(618) 457-5833
CONTACT:	Larry Hepburn, Director
PROGRAM DESCRIPTION:	This is a skill training program which offers course work for skills demanded in the geographic area - welding, auto body, medical/clerical, insulation, machine tool technology, heating and air conditioning.
LENGTH OF PROGRAM:	All programs are 24 weeks in length, 40 hours per week.
CREDENTIAL OR CREDIT:	Certification - students are evaluated periodically. Certificate lists hours of instruction and skills student has mastered.
FUNDING SOURCE:	Mostly Title II B, C with some II D, VI, and VII.
PROGRAM ESTABLISHED:	The program was established in 1964 under the Manpower Development and Training Act and has survived by being flexible.
NUMBER OF PARTICIPANTS:	For FY 1981 there were approximately 360 participants; they are estimating serving the same number for FY 1982.
DESCRIPTION OF PARTICIPANTS:	Adults ages 17 to 50 years old with the average age being 27 years. All are disadvantaged.
INSTRUCTORS:	All hold associate degree or equivalent in training or experience.
LOCATION:	Within Crab Orchard National Wildlife Refuge (on Route 148).
HOW WAS THE PROGRAM ESTABLISHED:	Orginally the program was established under the Manpower Development Training Act.
WHAT PROBLEMS WITH CREDIT:	None
WHO DETERMINES CREDIT:	Illinois State Board of Education

WHAT FOLLOW-UP EXISTS:	The program has an informal telephone follow-up and tries to contact former participants in September even if they enrolled in the program and did not complete it.
WHAT IMPACT DOES CREDIT HAVE:	This program is recognized in the geographic area as a qualified training facility. Eighty percent of the people who went through the program are working in the field for which they have been trained.

GENERAL SUMMARY

DOES CREDIT MATTER?	To the high school students as a job related activity, yes credit matters. However, credit does not matter in the skill training for jobs. Employers never look at credit as such but rather ask what is his/her skill and what training did this person receive.
WHERE YOU DON'T HAVE CREDIT, WHY?	In some high schools credit is not given for working away from the high school, after school jobs, or jobs not associated with school activity.
HOW ARE CETA STUDENTS DIFFERENT?	CETA students are different from other students. CETA students have more problems, but their problems are the same problems other students have. The adults are more mature, serious, and studious. And the adults see the absolute necessity of obtaining the training and supporting their families.

RECOMMENDED FOLLOW-UP

There are two separate groups of people primarily impacted by the credentialing of CETA training: CETA eligible participants and employers. In depth study of both these groups is recommended.

A survey of Illinois PIC (Private Industry Council) Directors is currently underway. After it has been ascertained where there are groups of employers who would be receptive to participating in a survey, a series of case studies across the state can be established. The purpose of these case studies would be to determine what employers attitudes are toward various credentialing methods including academic credit, non-academic credit, diplomas, and certification. In addition, the case studies could look at the requirements for jobs open to CETA eligible participants to determine to what extent training and certification of training or education figures in the employers view of the job. It is important to ask the employers these questions so that the case study will reflect employers attitudes and views on the importance of credit, rather than abritrary standards.

Follow up work on participants falls into two categories: youth and adult. Several youth populations are large enough to merit follow-up (most notably the Board of Education programs in Chicago). For in-school youth follow-up could be designed around looking at retention, absenteeism, negative behavior reports, and grades in relation to programs that offer credit and those that do not. While it would be inappropriate to assume that differences were attributable to the credit attached, it still is worth looking at the data on programs for in-school youth. Because credit is often not a major focus of these programs follow-up related strictly to the

impact of credit on participants may be difficult. However, figures indicating numbers of students from in-school CETA programs who remain in school until graduation would be valuable information. The question is whether this information can be validly compared to anything else, such as retention rate for CETA eligible students who don't participate in CETA youth programs.

More possible is follow-up relating to the impact of credit on the organizations involved. An in-depth study of the alternative schools that deal with CETA out-of-school youth to determine how they issue credit, and how that credit is viewed by post-secondary and secondary organizations would add valuable information to a total study of academic credit for CETA activities.

The most important follow up for adult programs would appear to be a check on the employability of participants in credentialed programs. In addition to the rate of employment it would be appropriate to look at the percentage of participants from these programs who go on for further education after their CETA training is completed.

At no point does it seem that there is adequate data to warrant a comparative or causative study. Even where a non-participant CETA eligible population can be identified, it may be that the decision to become a participant (or the criteria that caused an individual to be selected by CETA for a training program) is the critical factor in determining employability, and not the credential or the training. On the other hand in-depth information about any aspect of the case studies could be useful to both the employment and training and the educational communities.

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

APR 22 1983